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"Who is to Blame?"

By EDWIN W. CHUBB, Litt.D., California, Pa.

One of the progressive city superintendents of a Western state recently had an article in THE SCHOOL JOURNAL on "Environment versus School." It is the story of a bad boy. Harry Brown is, in the language of the day, a degenerate. He is a child of the street, a son of a worthless immigrant, a lad whose munificent patrimony consisted of the care of two dependent brothers and a passionate, vacillating temperament. The end of the pathetic story finds this child of manifest destiny languishing in jail, a companion of criminals.

The writer closes the recital of his well-told story with the following paragraph: "Who is to blame that Harry Browns are to be found in every city? Can our public schools be expected to reach and reclaim them? Is not compulsory attendance upon our schools a necessary step?"

It is not my purpose to answer the first of these questions. John Fiske has lately written upon the "Mystery of Evil," and I shall ask Mr. Fiske, Herbert Spencer, Lombroso, Nordau, and the sociologists and theologians to continue their explanations of why Harry Browns are now and have been since the days when Cain left for the land of Nod, on the east of Eden.

The second of these questions is not so difficult to answer. The public schools are not reformatory schools. There always will be Harry Browns whom the public schools cannot reach. This is no more to the discredit of the public school system than the assertion that there will always be incurable diseases is a slander upon the noble art of healing. Our public schools are not responsible for the Harry Browns and are not to be criticised because they cannot reclaim them.

Let me not be understood as asserting that the writer of the article prompting these remarks, charges the schools with the responsibility of making the Harry Browns. Yet the hasty reader might infer that here is another testimony to the inefficiency of the much lauded public school system of the United States. For the last year the popular magazines have been having their pages filled with alarming tirades against the "Modern Jugger-naut" grinding its victims under the remorseless wheels of the public schools, or the "Murder of the Innocents of the 19th Century," or the "Curse in Education." Now the amusing part of this is that not one of these articles was written by a writer who knew enough to write with the authority of a master. It really would be no more presumptuous for a school man to write for a medical journal upon the proper treatment of cancer than for a physician to diagnose the case of the public schools. And in that happy day when the schoolmaster shall have his rights because he has insisted on them the novelist will put his fiction in novels and the society lady will write for the society papers instead of telling the much-abused school men and women what they ought to do.

We as school teachers must insist on our limitations. This may not be a palatable doctrine, but it is a truth full of efficacy and comfort. Let this silly twaddle about the omnipotence of the teacher cease. If we go about the land declaring that modern civilization is the direct product of the public school, we must be prepared to father the vices of modern civilization. But the school is only one of the several great agencies that have to do with the education of the child. The family and the

church are older than the public school, and the school dare not passively allow the criticism that should be directed against these venerable and indispensable institutions to fall upon the public school. The judge, the lawyer, the physician, the minister, the merchant, as well as the teacher, is under obligation to reform and reclaim the Harry Browns of society.

The best of boys, the boy that goes to school every day there is school, sits under the influence of the teacher but one thousand hours in the year. There are almost nine thousand hours in a year. Where is he the other eight thousand? What interest have his parents in him? Who are his companions? What books does he read? I see one of the Harry Browns, this July day, shuffling past my window with another Brown. Lazy, vicious, depraved, because his home is the breeder of criminality. He will be in school during the next year about four hundred hours. On the street and in his home over eight thousand hours. A few years hence the critic of the public schools will hold him up to the gentle gaze of the popular magazine readers as the product of the public schools. And the sad part of the whole story is that the sensitive heart of many a teacher will be hurt by such unreasoning and unreasonable criticism.

As to the third question: It is idle to offer compulsory attendance as a panacea to reform and reclaim the Harry Browns. The state has a right to make attendance compulsory, and it may be necessary to exercise that right. But that will not cure the disease. It is not more medicine that is needed, but medicine of another kind.

Employment and Dismissal of Teachers.

By ERIC EDWARD ROSLING, President Board of Education, Tacoma, Wash.

School boards who make the lowest salary at which a teacher can possibly be procured the criterion in the selection of teachers, have a very crude conception of their sacred trust. If the school system is allowed to degenerate by reason of incompetent teachers, our governmental structure will be seriously undermined, and the blame for this may justly be laid at the door of the school administrative powers.

The large amount of parental responsibility delegated to the board and extraordinary powers conferred by the state in creating the board the legal guardians of our schools, make divine guidance and wisdom very necessary. The school board should be held strictly accountable for the manner of administering its trust.

The personnel of the board is, therefore, the first consideration: water will not rise higher than its source, and a board, itself deficient in manhood, character and moral worth, cannot be relied upon to make these qualifications, as they should, the first test of fitness in the selection of teachers. The board should be non-partisan; by proper manipulation, men and women of Christian character, good standing, without political aspirations or axes to grind, can be elected.

The teacher is the school; her influence is greater than that of the text-books, apparatus or laboratories, and should awaken in the pupils the highest and noblest purposes; hence the need of great care in the selection of teachers. The superintendent, as official adviser of the board, should, after personal investigation, recommend at

least three names for each vacancy. These should be given some substitute work, and the board, or at least the teachers' committee or paid supervisors, after personal investigation of fitness, make the final selection. Appointment of relatives, or inquiry into politics of applicant, should be avoided.

Election should be for one year or to the end of the current school year rather than for an indefinite term or life, subject to good behavior, as an annual election tends to maintain a high standard of work and affords a good opportunity to dismiss an unsatisfactory teacher. Re-elections should take place just before the summer vacation, but the renewed contracts take effect with the beginning of the fall semester. The annual election must not degenerate into a mere formality, or the value of same is lost. Good teachers become more valuable with each year of added experience, and should be retained at any reasonable cost.

Except in summary cases teachers should have fair warning of possible discharge and special attention given to both class and teacher, thus probably saving her to the profession. If she has not the making of a successful teacher, tell her so kindly, but do not arm her with credentials and recommendations calculated to deceive other boards as to her qualifications.

Summary of paper before Department of School Administration, N. E. A., July 13.

Libraries in the Schools.

FUNCTION OF THE SCHOOL SUPERINTENDENT IN PROCURING LIBRARIES FOR AND THEIR PROPER USE IN PUBLIC SCHOOLS.

By STATE SUPT. ALFRED BAYLISS, Springfield, Ill.

For the purpose of this discussion, superintendents may be grouped in three classes: 1. Those in cities having good and growing libraries. 2. Superintendents or principals in towns and villages without public libraries. 3. County superintendents whose work and interests are nearly or quite altogether with the rural schools.

The function of superintendents in procuring libraries for their schools is to *procure* them, and preferably by a method which involves some form of self-help and sacrifice on the part of those who are to use them. The city superintendent should be identified, either in person or by proxy, with the public library, with the clear purpose of limiting its abuse and extending its use by both teachers and pupils. The public library, wherever it exists, should be a tributary ally to the public school. In communities without a public library the superintendent or principal should forthwith establish one. In rural districts especially there should be books for reading and reference in every school—and it is the easy and delightful task of the county superintendent to see that his teachers devise ways and means for procuring, circulating, and caring for them.

The use of the library in the school is three-fold. It clarifies the understanding, contributes to the joy of life, and is the most effective ethical instrument available.

Most teachers might better "bay the moon" than depend upon direct and didactic methods in teaching ethics. In this part of the work we must proceed by oblique methods. To this end there can be no question as to the value of books. We may teach a boy mercy and kindness thru "Black Beauty," or "The Dog of Flanders," or "The Nuremberg Stove." We may teach him patriotism thru the "Address at Gettysburg," or guard him from "frantic boast or foolish word" by and thru "The Recessional." Whatever it is possible to do to inculcate the love of liberty, piety, patience, gratitude, reverence, philanthropy, or fortitude, or to subdue evil passions,—to "awe the beast and hold fast to the man," can best be done,—can perhaps be done by most of us in no other way at all than thru books.

One book owned is worth many borrowed. Every man is rightful heir to a share of the culture of the time, but he cannot come into his estate until he owns as well as reads a few good books.

The final cause of all our work to develop interest in books and to train children to read them, is to lead them to know, select, and become the owners of books.

Taste should be cultivated to the end that some of them at least should be well bound, well printed, on good paper, with broad margins.

Abstract of paper before Library Department, N. E. A., July 13.

Relations Between Library and School.

By MRS. GRACE DARLING MADDEN, State Normal School, Milwaukee, Wis.

(1) The child should be taught *what* to read and *how*. The former, at least, lies to a certain extent within the province of the librarian. A study made of the books read by one hundred children revealed the necessity of leading the child to form right habits of reading and of causing him to make so intimate an acquaintance with books that he will be instinctively led to choose the book best adapted to his needs and purposes. The teacher frequently lacks the qualifications to guide the child, hence the necessity of the librarian's co-operation.

(2) Devices suggested for co-operation: Frequent meeting of librarians and teachers, their conferences representing as small a group as teacher and librarian of one town, village, or city. Review of text-books made by teachers to furnish subjects for amplification; librarian makes annotated lists for supplementary reading.

SAMPLE LISTS:

History (a) illustrating traits of character—for example, courage, self-sacrifice, fidelity to a cause.

(b) Illustrating types of man for a country's development and protection; for example, explorer, inventor, sailor, colonist, reformer,

(c) In Geography.—Sample lists suggested in connection with the industries, manners, customs, life of a people and place, using the geographical reader, the book of travel.

(d) Suggestion of other lists in other branches for purpose of supplementary reading. Purpose and value of this work.

(3) (a) Fairy tales revealing ideal human traits; (b) Fiction portraying right action; (c) Lists of poems which give a true insight into life. Thus the lesson may be taught that the purpose of the library and of the school is to fit the child to receive both information and inspiration.

(4) Further devices for co-operation between the library and the school—in conference they may discuss the following:

(a) The aims in the use of literature.

(b) Suggestion of devices to meet these aims.

(c) Discussion of the essentials of children's literature, i. e., the imaginative element, truth to life, etc.

(d) Criticism of certain books for young people relative to their meeting or not meeting the standard or criterion which is to serve as a basis for their selection.

(e) Different plans for handling the literature of inspiration and the literature of information in the school; their essential differences, purposes, and hence different treatment.

(f) Discussion of the story of plot, of theme, of life—their essential different purposes, value, and hence different modes of treatment.

(5) Selection of groups of books or sample libraries with from a dozen to fifty books in each group, circulation of these libraries from school district to school district with directions concerning their purposes and use.

(6) Plans suggested for the librarian to aid the teacher to lead the children to form an interest in related lines of reading.

(7) Suggestions concerning respects in which teachers in turn could aid the librarian in his work with young people.

(8) Needs of rural schools, the part the state superintendent can play in bringing the library to the rural school.

Synopsis of paper before Library Department, N. E. A., July 13.

School Reading thru the Public Library.

By MARY L. JONES, Los Angeles.

The public library is the complement of the public schools. The two working together and not independently effect the greatest good to the greatest number, with the least expenditure of money and energy. Both are trying to bridge the chasm between formal instruction and the firm mastery of "The best that has been thought and said in the world." In some libraries school work is attempted, but merely as a temporary measure for certain classes beyond the reach of common schools.

Frequently the school library duplicates the work of the public library. The result does not justify the extravagance. Children taught to read from the school library alone do not develop the public library habit, and their education is indeed ended when they leave school. A single board sometimes manages both institutions. Successful work has been accomplished in spite of rather than because of this combination. The best work is based on mutual good will of teachers and library staff. All this is unstable and hence unsatisfactory. The experimental stage is not yet passed.

In Los Angeles a successful plan has been in operation for years. A generous school library system is provided for by law in California. In earlier years in the city of Los Angeles books were purchased and placed directly in the schools. Useless duplication resulted. In 1892 a correlation of forces was effected. Books on hand were deposited in the public library and with additions have since been administered as a part of it, open to all readers. The entire library is at the disposal of teachers. For school use they may take twenty books at a time, retaining them one month. The city is divided into four districts, each changing its books on specified days. The board of education provides for collection and distribution of books. In the public library the juvenile and school departments are combined. A large number of reference books are placed in the department for the use of pupils, others are retained in the school-rooms. Periodicals both popular and pedagogical are at the disposal of teachers. A vacant school-room has been furnished by the school board as a reading room, with four hundred volumes from the public library. An audience room in the same building affords facilities for lecture courses. Other school-rooms will be put to a similar use. School and library co-operating are thus accomplishing the greatest amount of good upon the minimum amount of money, time, and energy. Children have the public library brought to them every day. The interest extends to parents and elder brothers and sisters. As a consequence, children are retained in school for a longer time. The infancy of the race, thus prolonged, will result in a higher state of civilization than any yet attained.

Summary of paper before Library Department, N. E. A., July 14.

The United States' Exhibit at Paris.

By HOWARD J. ROGERS, Director of Education and Social Economy, U. S. Commission to Paris Exposition.

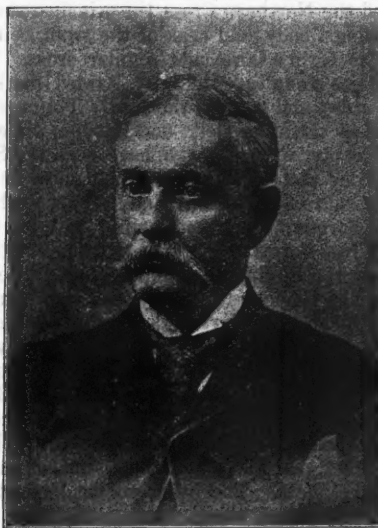
The Universal Exposition falls in the closing year of the nineteenth century. The French, therefore, have in view not only the collection of the best and most ingenious products of the brain and hand of creative man, but a retrospective exhibit of the growth and development of each group of material products during the century. No science has made more satisfactory progress during the century, or during a half century, than education.

The theory of public education in its relation to the state has advanced, from the education of the few at personal expense or church aid, to the education of all at state expense. The science of teaching has advanced from its chance dependence on the personality of the in-

structor, to the certainty of skilled teachers trained in the principles and philosophy of education. The material development and equipment of the school have kept pace with the advance in architecture and hygiene. The literature of education has grown from a few scattered classics to a magnificent library which boasts its Spencer, its Froebel, its Mann, its Hopkins, and its Harris. To portray this growth, to bring it out in bold relief in all its relations to the other groups, is the work of the department of education at the exposition.

The limitations of space make the problem for the United States not what we may show, but how can we show what we must show. A retrospective exhibit on the part of the United States is impracticable. Nothing but the best material and the best equipment which the schools afford will be shown.

The exhibit will be distinctively national in character, and states or any parts thereof will not be recognized as units, simply as contributors. At the same time any



Supt. Charles W. Cole, Albany, N. Y.

piece of work contributed from any locality is credited to that locality and as such will be cataloged and judged for an award.

Elementary and secondary education will occupy 50 per cent. of the entire space assigned the United States, and higher and special forms of education the remaining 50 per cent. The exhibit will be a collective exhibit, classified by grades, aiming to show in each grade, step by step, the best work which our schools can turn out.

In exhibiting the work of our colleges and universities a radical departure from accepted traditions has been made. There is not enough room to grant the institutions which could in equity demand a representation at the exposition space for an adequate presentation of their resources and equipment. The exhibit will therefore be arranged by departments, and each university will contribute to one or more departments as they may choose.

University extension, schools for defectives, commercial schools, Indian schools, etc., will be represented so far as the space will permit. A valuable portion of the exhibit will be a series of monographs designed to give a concise presentation of the educational conditions existing in the United States at the close of the nineteenth century. They are being written by the foremost specialists of the United States.

The installation and decoration of the exhibit is being carefully looked after by expert architects and artists. The sole motive which dominates the preparation of the exhibit is to give to foreign nations a correct idea of the methods by which the self-reliant and capable American citizen of to-day is developed.

Abstract of address before N. E. A., July 12.

Heavens for August.

By MARY PROCTOR, New York.

Poor middle-aged Summer! Vain this show!
Whole fields of golden-rod cannot offset
One meadow with a single violet.

—HELEN HUNT JACKSON.

During the month of August, the constellations Capricornus the Goat, Aquila the Eagle, Delphinus the Dolphin, Lyra the Harp, Cygnus the Swan, and Cepheus are well placed for observation. Cepheus the Swan and the Harp are nearly overhead, while the Eagle, the Dolphin, and the Goat are between the Swan and the southeastern horizon. Bluish-white Vega glitters in the Harp, while the Swan is adorned by the bright first magnitude star Aridied or Alpha, and Albireo or Beta which is one of the most beautiful double stars in the heavens. The larger star is yellow and the smaller one blue, and the two stars can be seen with a small telescope. The Swan is sometimes called the Northern Cross, the principal stars which mark the wings, body, and beak of the swan, being so arranged as to form a large and regular cross. The upright piece lies along the Milk Way, Aridied marking the top of the cross, and Albireo the foot. The crosspiece is represented by the stars Delta and Epsilon, while Gamma marks the center. Those who have seen the Southern Cross, consider the Northern Cross far more impressive, despite the halo of sentiment and romance which surrounds the former. It is interesting to note that the Southern Cross forms one of the most interesting constellations in the Philippine summer skies. The leading brilliant in the Eagle is the steely-blue star Altair. Between the Swan and the Eagle is the small diamond-shaped constellation of the Dolphin, familiarly termed Job's Coffin. Between the Eagle and the southeastern horizon is the Goat, with Aquarius the Water Bearer on one side and Sagittarius the Archer, on the other. The three constellations of the Water Bearer, the Goat, and the Archer, mark a part of the Zodiac, or pathway of the sun and planets. The other zodiacal constellations visible in August are the Scorpion, the Scales (Libra), and the Virgin.

The Scorpion is between the southern and southwestern horizon, its heart marked by the glowing Antares. In the south west are the Scales, and approaching the western horizon is the Virgin, the Goddess of Justice, with silvery Spica glistening in the ear of corn which she holds in her left hand. Above the Scorpion and south of the point overhead is Ophiuchus the Serpent Bearer holding the Serpent in his outstretched hand.

"Next Ophiuchus, strides the mighty snake,
Untwists its mighty folds."

Hercules is almost directly overhead, and midway between the horizon and the point overhead is Bootes, his head and shoulders due west, his feet above Spica, and Arcturus glistening on his knee. Compare brilliant white Spica and the orange-tinted Arcturus. The contrast is striking. Between Hercules and Bootes are the

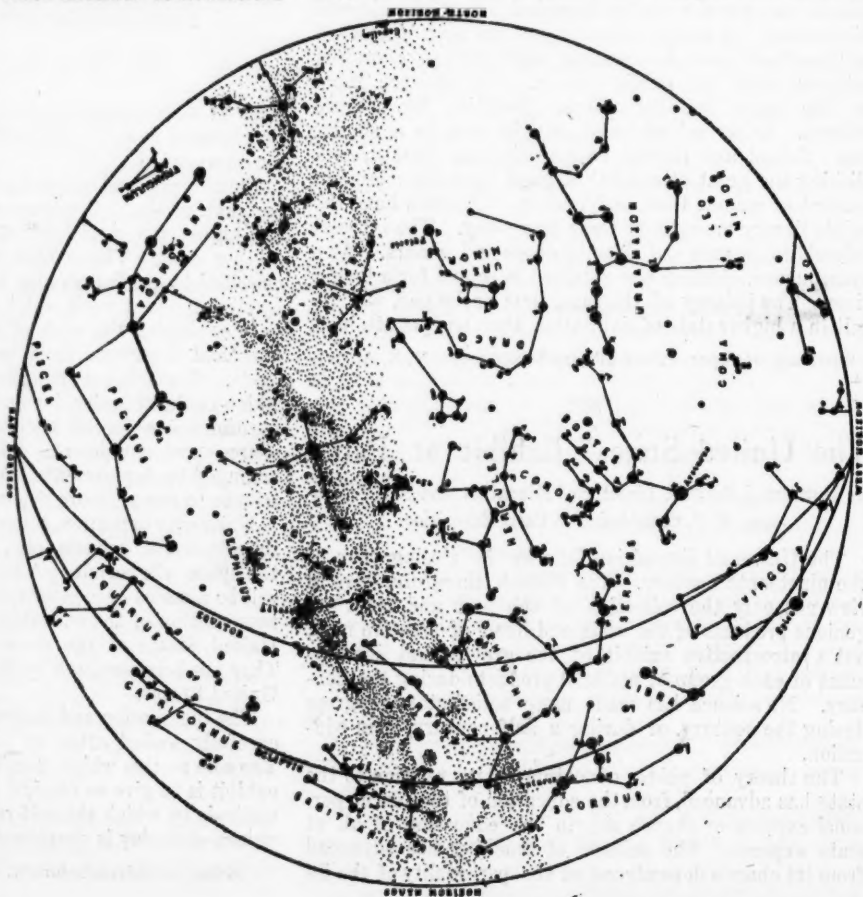
stars of Corona Borealis, the Northern Crown, with its brilliant gem Alphecca. On the northern horizon is Auriga the Charioteer, with its gleaming star Capella. In the northwest is the Great Bear, and midway between the northern horizon and the point overhead is the Pole Star in the Little Bear. Between the Great Bear and the Little Bear coils the Dragon, its head being almost exactly overhead,

With eyes oblique retorted, that aslant
Shoot gleaming fire.

The eyes are marked by the stars Beta and Gamma which are exactly overhead at about nine o'clock in the early part of August, and about eight o'clock during the latter part of the month.

Between the Pole Star and the northwestern horizon are the constellations of Cepheus, Cassiopeia, and their daughter Andromeda near her rescuer Perseus who is in the northeastern horizon. Perseus is of special interest this month, as the August meteors which make their appearance between the 9th and 11th, seem to have their paths radiating from Perseus. That is, if the paths of the meteors are traced backwards they pass thru the constellation Perseus. For this reason, these meteors are called the Perseids. Humboldt remarks that, on the festival of St. Lawrence (August 10th) 'fiery tears' (supposed to be those of the saint) fell from the heavens, which explains why the August meteors are sometimes referred to as the "tears of St. Lawrence."

On the eastern horizon is the Square of Pegasus, the square being marked by the stars Alpha, Beta, and Gamma, and the star Gamma which has been borrowed from Andromeda to complete the square. As a guide to Algol the variable star in Perseus, the Square of Pegasus is of great assistance. Considering the Square an enlarged edition of the Great Dipper, the stars Beta and Gamma in Andromeda form two stars in the handle, the third star being Algol. Knowing how to find Algol, we are able to follow its changes as it varies from the second magnitude to the fourth. On August 2 it is at its



minimum at about half past eleven, and again on August 25 at one minute past ten. It only remains at minimum for twenty minutes, gradually regaining its original brightness during the next three hours and a half.

During the month of August, planet Mercury is stationary on the 4th and 28th, and is in inferior conjunction with the sun on August 19; that is, it is between us and the sun and therefore is invisible as the darkened side is turned towards us. At this time the sun, Mercury, and the earth are in line with the sun and on the same side, but when Mercury is in line with the sun and earth, and the sun is between Mercury and the earth, then Mercury is said to be at superior conjunction, when it presents the appearance of a miniature full moon.

The morning star Venus rises an hour before sunrise, the sun rising about half past four the early part of the month and about five o'clock the latter part. Venus is not well placed for observation. She has an apparent diameter of only $10' 3''$. More than nine-tenths of the disk will be illuminated.

Mars has almost passed out of view, being in Virgo, and setting on August 11 as early as half past eight and disappearing a few moments earlier each evening.

Jupiter remains an evening star, and will be found in Virgo, midway between Spica and Alpha Librae. He sets at about half past nine, on August 18, sinking with Virgo below the western horizon.

Saturn remains in the southern part of Ophiuchus, and is visible until nearly half past eleven thruout the month. The rings are widely open and the northern surfaces are visible. Saturn sets on August 25 at 11.15.

Uranus remains in Scorpio, almost midway between Gamma in Scorpio, and Rho in Ophiuchus. The appar-

ent diameter is $3' 8''$, and the movement is westerly. Neptune is too near the sun to be observed.

The moon will be new on the 6th at 6.52 A. M.; will enter her first quarter on the 14th at 6.58 A. M.; will be full on the 20th at 11.49 P. M.; and enter her last quarter on the 27th at 7.01 P. M.

Reply to Prof. Atwater.

By MRS. MARY H. HUNT, Superintendent of Temperance Instruction, W. C. T. U.

There is going the rounds of the press a report of the experiments of Prof. Atwater, of Middletown, Conn. regarding the effects of alcohol on a man shut up from four to twelve days in a small air-tight metal chamber. Here, in addition to an ordinary diet, he was fed with alcohol to the amount usual in three glasses of whiskey per day, and all his bodily processes watched. From the effect of the alcohol as noted in this experiment, in conditions wholly outside of ordinary human experience, broad deductions and generalizations are drawn which Prof. Atwater thinks should change the present temperance teaching of the pulpit, the platform, the Sunday school, and public school. Happily, in the abstract of his report he tells what he thinks are the errors in the present teaching which call for correction to make it tally with the case of this man in the box. He says:

"The errors are in insisting that alcohol is not a food but a poison, and that in any quantity, large or small, it is necessarily harmful and not useful."

Professor Atwater further says, "The question of alcohol being called a poison depends on the definition of the term poison." If so, any teaching on the question of whether alcohol is a poison or not, should be based on a correct definition of a poison.

After admitting that so much depends on the definition, Prof. Atwater fails to give his definition of a poison except as the following statement, applied to alcohol, may be considered one. He says:

"Alcohol used in quantities and ways which cause no injurious effects can not be called a poison."

Would he say that no substance which can be used in quantities and ways which cause no injurious effects can be called a poison? If so, a new classification of nearly all substances known to the scientific and popular mind as poisons would be called for. A long list would have to be taken out of the catalog of poisons, such as strychnia, arsenic, belladonna, opium, and others used by physicians as medicines in quantities and ways which they claim cause no injurious effects but benefit instead. If the possibility of these substances being used in ways which are not injurious does not take them out of the poison list, why should the same possibility, if such possibility exists, take out alcohol?

Prof. Atwater's definition of a poison, if a definition it may be called, differs essentially from that which appears in such standard authorities as medical dictionaries, encyclopedias, and the writings of eminent medical men. The instruction concerning alcohol as a poison given in the indorsed physiologies used in the public schools is based on these standard definitions. Prof. Atwater's criticism of this instruction is based on a conception of a poison which is entirely different from the definitions of the standard dictionaries.

"A poison is a substance which when absorbed into the blood is capable of seriously

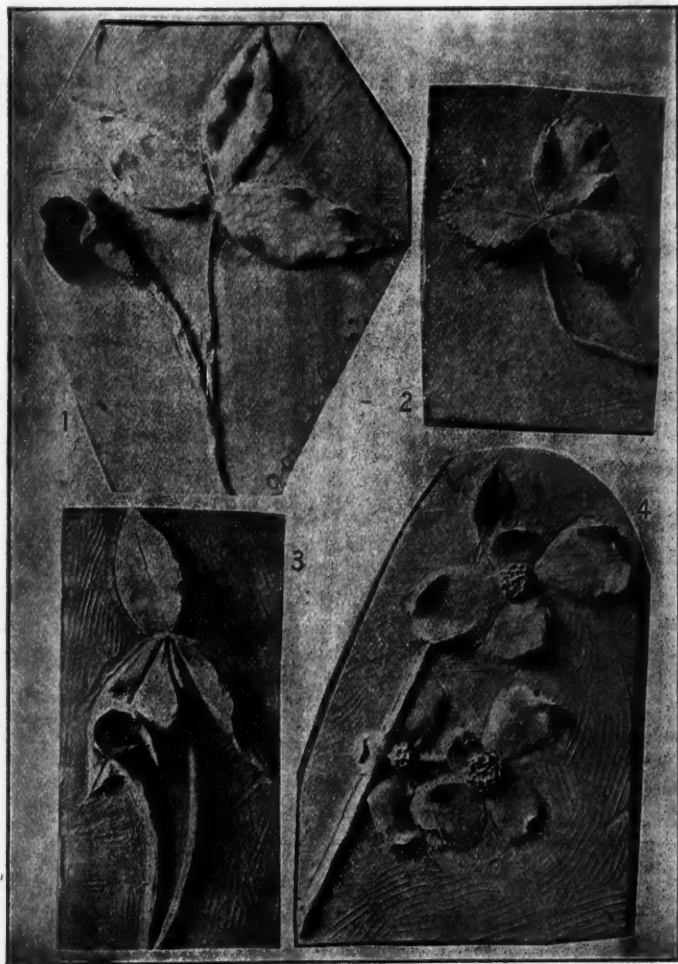


PLATE XI.

Sketches in clay from nature, by children about twelve years old.

From "Clay Modeling," by Anna M. Holland

Courtesy of Ginn & Co., publishers.

affecting health or of destroying life," says Alfred Swain Taylor, M. D., F. R. S., in his standard work on Medical Jurisprudence. His definition is virtually the one used by the scientific world, and is the one followed in the foregoing public school instruction. Dr. Taylor classes alcohol as a poison.

Quain's Dictionary of Medicine says :

"A poison may be defined as a substance having an inherent deleterious property which renders it capable of destroying life by whatever avenue it is taken into the system," and among such poisons it enumerates alcohol.

Dr. Adolf Fick, professor of physiology in the University of Wurtzburg, Germany, says :

"From an exhaustive definition we shall have to class every substance as a poison which, on becoming mixed with the blood, causes a disturbance in the function of any organ. That alcohol is such a substance can not be doubted."

It will be found on examination that the definitions of a poison given in the indorsed temperance manuals for the public schools are in harmony with the foregoing authorities and that in calling alcohol a poison, the school text-books teach that alcohol is a substance with inherent properties which render it *capable* of injuring health and destroying life. Who can deny this capability?

In the indorsed manuals for public school use, a definition in substance like the foregoing is given in direct connection with the statement that alcohol is a poison, in nearly every case. Thus there is no occasion for misconception as to what is meant by this term. Whoever is taught from the pulpit, the platform, the Sunday school, or public school, that a poison has the inherent power, when introduced into the circulation, to injure health and destroy life, and that alcohol is such a poison, is learning truths he will not have to unlearn.

The question whether alcohol as a medicine can be used in quantities and ways which cause no injurious effects is not a topic for the public schools, but for medical colleges. The nature and effects of alcoholic *drinks*, that is, of alcohol as a beverage, not as a medicine, is what the laws of forty-one states and the National Congress require taught all pupils in all public schools, as a part of physiology and hygiene. Therefore the effects of alcohol when used as a medicine are purposely omitted from the endorsed school physiologies.

Prof. Atwatersays, "Whether alcohol is to be called a food or not depends upon the definition of a food." We wish he had given the public his definition of a food, that we might know whether in using that term he means what is generally understood by it.

The common idea of a food is a substance which can be depended on to nourish the body without doing it immediate or ultimate injury.

Prof. Atwater apparently considers that anything that can be oxidized in the body and yield energy should be classed as a food. This may be a proper chemical definition of a food, but it is not the ordinary definition. If it were, many violent poisons, as for instance, muscarine, the active principle of the poisonous mushroom plants which is oxidized in the body and thus liberates energy, should be classed as foods.

If chemistry for its own purposes frames a definition of a food which will admit such known poisons together with alcohol, it should in all honesty tell the people that by a food it does not mean a nutritious substance that will nourish without harming the body.

It is evident that other considerations than the mere ability to oxidize and yield energy must enter into the determination of food value from any rational or practical point of

view. Alcohol is a narcotic and, like other narcotics, it has the power to create an uncontrollable desire for itself. Sugar and fats are not narcotics, and have not this power. On the contrary the desire for them is soon satisfied and then no more is relished. Prof. Atwater himself admits that "many begin with the moderate use (of alcohol) which leads to disastrous excess." No one can tell how soon his attempted moderation will result in excess. "The evil of this excess," Prof. Atwater says, "is one of the most serious facts with which the physiologists, sociologists, and moralists of to-day have to deal."

Truth, the whole truth can be trusted; it will not beguile to destruction. The whole truth in regard to alcohol stated in its proper relations will not leave the false idea that alcohol is a food in the same sense that fat and sugar are foods.

In conclusion we submit that inasmuch as Prof. Atwater says the classification of alcohol as a food or a poison depends upon the definitions of these terms, and inasmuch as he has not proven the standard definitions of a poison inaccurate, nor the popular ideas of a food wrong, he has not sustained his charge that the pulpit, platform, Sunday school, and public school are in error, when teaching in accordance with these definitions and ideas.

If by any merely technical definition which the world will accept, Prof. Atwater is able to claim that alcohol is a food, we reply by quoting the following statement concerning alcohol, from Wood's Therapeutics:

"For a person in health, it must be considered as one of the most wasteful, uncertain, and often deleterious of known substances which are considered foods."



PLATE VI.

Methods of work in clay modeling.

From "Clay Modeling" by Anna M. Holland.

Courtesy of Ginn & Co., Publishers.

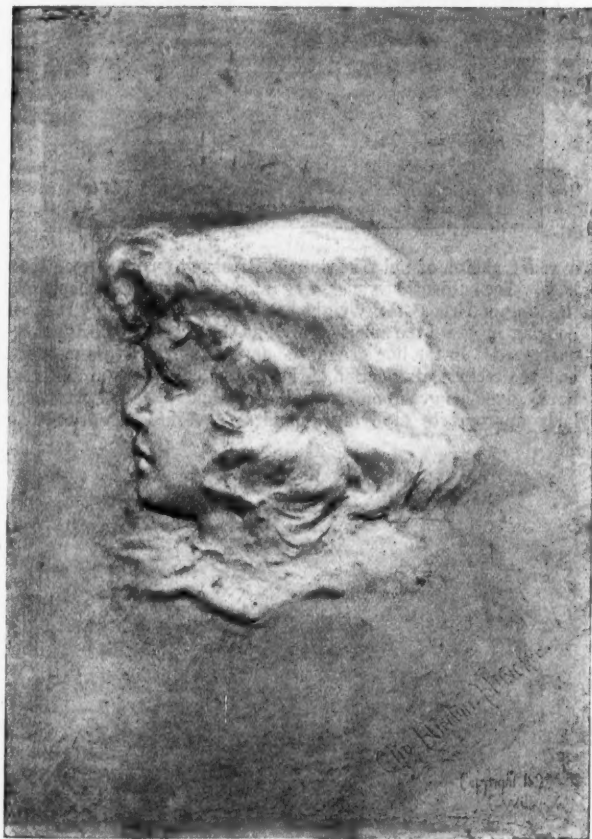
School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

The Educational Value of Casts.

It is well known that the child is more easily reached thru the concrete than thru the abstract. Hence, in certain respects, casts of art works are more effective for the instruction of children than are pictures, but the two should be used co-ordinately. With the great movement for school decoration, casts are rapidly growing in popularity, both on account of their educational and their decorative value. Only a few years ago casts were not thought of except as subjects for drawing in art schools, where they were studied as examples of the greatest creations of the best period of the art history of the world. The art students who worked from these casts became so attached to them, on account of their classical beauty, that they began



to use them for decorative purposes in their studios, where they were seen by friends of the artists, and gradually the public became acquainted with the fact that perfect reproductions of the art of the greatest sculptors could be had for a mere trifle. From this beginning casts have steadily grown in popular favor, until now they are considered indispensable for the decoration of schools, where millions of children are learning to love them. For presents they are most appropriate, and thus are becoming a favorite home decoration.

The only obstacle in the way of wider dissemination of casts has been the liability of breakage in transportation, which was unfortunate both for dealer and customer. This difficulty has been almost entirely overcome by the invention of a new process, which renders the cast material practically free from breakage. This is a fibrous cast composition, patented and manufactured by the J. C. Witter Company, of New York. The result is secured by weaving into the plaster a fiber which renders it tough, altho this fiber does not show upon the surface, as it is worked into the material while in the mold. The surface texture is as fine and smooth as in any plaster, in fact, much more so than is usually the case, because only the finest

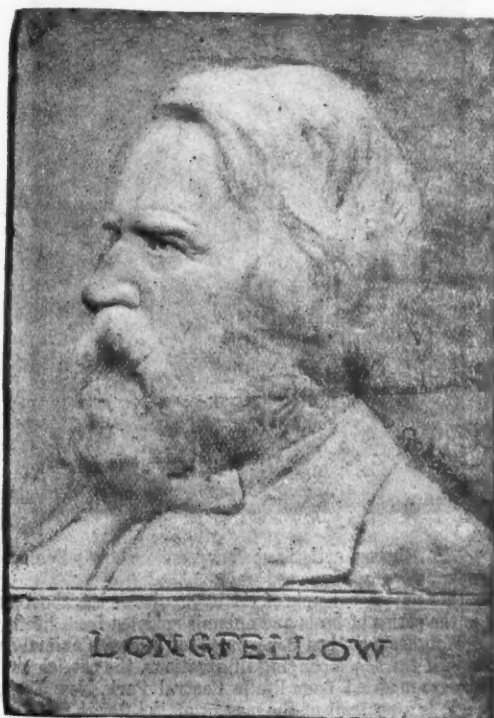


materials are used. The result is a light, strong cast, far superior to the ordinary plaster, yet not any more expensive, when the difference in cost of transportation, on account of lightness and the breakage of common plaster, is considered. They also manufacture a large line in ordinary plaster.

In addition to classical forms the firm are bringing out in this material copyrighted subjects by some of the best living sculptors, and this feature will be very much enlarged during the coming summer and fall. Accompanying are illustrations of a few of these modern subjects.

The Witter Company have made an especially valuable contribution to education and to the pleasure of lovers of literature, by the reproduction in this fibrous composition, of twelve of the greatest English and American authors, modeled by Mr. Ralph B. Goddard, of New York city. This series comprises the following: Tennyson, Longfellow, Emerson, Bryant, Dickens, Hawthorne, Lowell, Whittier, Thackeray, Carlyle, Holmes, and Poe.

Mr. Goddard has especially studied the character of each of



these authors and has rendered what impressed him as dominant characteristics—the dainty, vivacious humor of Holmes; the dreaminess and sublimity of Tennyson; the cynicism and power of Thackeray; mental concentration of Longfellow; creative meditation of Dickens; the gentleness of Whittier; the sweet-



ness and light of Emerson, "America's greatest philosopher;" Bryant's age with power; the patriarch Lowell's blended humor and pathos; and finally the contrasts and resemblances of Poe and Hawthorne, both dwelling in the realms of mystery and



fancy—Hawthorne, artistic, shadowy, melancholy; Poe, weirdly unhappy.

Another unique example of the enterprise of the above named firm is the series of birds and animals modeled from life by Mr. Fred. Wright, who has done much of Tiffany's animal design work. Of the accompanying illustrations, the ostrich and lion group were modeled from life in Central Park, New York, and the eagle is a portrait of the mascot of the Rough Riders, with



a relief sketch of Col. Theodore T. Roosevelt outlined upon the base. The subject, however, was intended as a fine example of the king of birds. Mr. Wright has succeeded admirably in embodying in these the spirit as well as the form of the animals portrayed. In the lion group, the devoted spirit of the mother and the reciprocal affection of her young cub (born in Central Park) give this group an especial charm and make it a particularly appropriate study for children. A long step toward



noble character has been accomplished when a child has been led to love animals.

The J. C. Witter Company, (123 Fifth Ave.) have issued a

beautifully illustrated catalog, including a larger variety of art works than ever before attempted in a catalog. It includes prints and photographs of great paintings, architecture, and

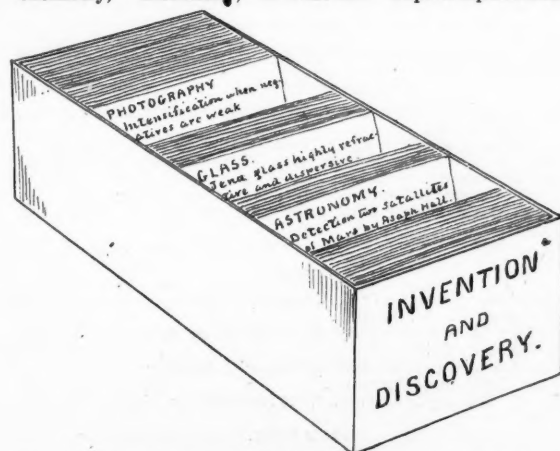


sculpture. Casts of ancient and modern sculpture. Art books, artistic pottery, and drawing supplies.

Keeping Notes in Order.

In taking notes from books and periodicals for reference, my first plan was to make records in note-books. This method had its difficulties. It was cumbersome to keep a separate note-book for every definite subject, and it was scarcely feasible to subdivide a book so as to give needful space to the leading departments of a comprehensive theme, such as photography. A good many minor subjects, too, could be made accessible in note-books only by constant labor in indexing.

Borrowing the idea of a library card catalog, I have discarded note-books, and use instead slips of good, stout paper, such as can be bought neatly cut at low cost. A few slips in one's pocket can be much more easily carried than a note-book, and their presence is often an incitement to taking a memorandum of value. Each slip can have its heading, "Astronomy," "Chemistry," "Electricity," or what not. Kept in alphabetical



order in a shallow tray or box-lid, they are always self-indexed and an added slip, duly numbered in its title series, falls into its place at once. This method of note-taking puts a premium on the abbreviations which readily suggest themselves in dealing with a specific art, science, or branch of literature. Best of all is shorthand, when thoroly mastered.

It was a happy thought of the Dutch inventor when he saw that the leaves of an index gained in accuracy and accessibility by being reduced to the size of mere slips and left unbound. A large and increasing number of teachers and students are availing themselves of his simplification, which points the way to keeping notes, and for that matter, records of all kinds, in the one way where any needed information can be found without losing a moment. In the accompanying illustration is shown a series of slips which I have been accumulating for years. Whenever I see a paragraph short enough to be pasted on a slip, I employ the paste brush instead of the pen.

GEORGE ILES.

A Wonderful Camera.

Mr. E. Francis Jenkins, of Washington, D. C., has recently patented a new camera, which, should all its promises materialize, will prove of great educational value. The apparatus is a

kind of mutoscope camera, but designed for a very different kind of picture-making from any hitherto attempted. The machine, for instance, may be set up before a growing plant, as corn, and will, automatically, take a photograph of the plant every hour for six months or any length of time necessary. This ribbon of pictures when run thru the ordinary stereopticon at the rate of about thirty per second, will give with absolute accuracy, the full development of such plant in that time. —What a help this would be to the school-child, in nature study work!

Nature study could then be carried on as easily almost in the winter as in summer, out of doors. The most interesting result so far obtained, is the picture of an apple tree, showing its change from a barren tree, to one in full foliage, with later, buds, blossoms, and fully developed fruit, and all this in a few minutes!

The possibilities of application for this invention are endless, not only in botany, but in other branches of science. This discovery has already brought to light the fact hitherto unknown, and unsuspected, that a bird's wing was supplied with a separate set of tendons, giving the bird control over the primary feathers, as an aid in flying. By means of this machine the pupil may see the whole metamorphosis, of the larva of butterflies, into the fully developed insect, the snake shedding its skin, and the flow of blood in the arteries of small animals. By means of the microscope, which may be easily attached, the propagation of bacteria, and other microscopic organisms, could be easily watched and studied.

It is not at all an impossibility that such an instrument might be set up and anchored in the open air for a year, giving us at the end of that time a faithful reproduction of the seasons. If the invention is all that is claimed for it now, it will be of universal scientific educational worth. It will clear up many points which are now stumbling blocks for the children in their work, as well as giving valuable aid to the scientist.

New Building Material.

Keramo is the name of a new building material that is coming into favor in Germany. It is made from powdered glass, specially treated and molded under pressure; it is opaque, water, acid, and fire-proof, and the cost is only \$1.60 per square yard. In short it is a most durable material at a very reasonable cost. Keramo may be molded into the many forms for which terracotta is used at present and has many advantages over that substance. The center of the industry is Penzig, Silesia.



A Topical Manual of American History, by Supt. W. A. Smith, Ansonia, Conn., is planned according to what is known as the "library method" of studying history. Each general subject to be studied is prefaced with a wide field of references. Blank spaces and pages are furnished for the recording of answers. Outline development maps close every section, so that the pupil records by the use of colored pencils the different changes of our country's growth—discovery, exploration, colonization, military movements, and political changes. Chronological summary tables sum up into a brief space the principal events. Mr. Smith has outlined his subjects so that they bear directly upon the life, the institutions, and the progress of the nation. The educational value of the book lies in the fact that it cultivates a broader view of history, develops a power of discrimination, strengthens the memory by an appeal to the eye and the hand, compels the pupil to do his own thinking, correlates history with other subjects, and, moreover, is strictly pedagogical, as the self-activity of the child rightly directed is of the highest educational value.

A new text on *Advanced Lessons in Human Physiology* contains features not found in previous publications of the kind. It is to be used in high schools. The statements are terse, simple, and accurate, but without scientific, without being technical. There are numerous illustrations. The subject of alcohol and narcotics has been treated with especial care, and in conformity with the laws at present in force in regard thereto. The book is as complete as may be for use in the school. (Werner School Book Company, Chicago. 400 pages. 80 cents.)

Educational Trade Interests.

The exhibit of text-books and school supplies held in connection with the Los Angeles convention of the N. E. A. was decidedly disappointing to the exhibitors. The location of the hall was unfavorable in every respect. The management of the N. E. A., as usual, paid no attention to the importance of this feature of the annual gathering. The dignity of the exhibit from an educational standpoint has not yet impressed itself upon the executive committee. The local committee frankly admit that the matter had never been intelligently explained to them, and its special sub-committee regarded the whole matter as a shop-keeper's affair. THE SCHOOL JOURNAL will bring, in the number for September 2, a discussion of the various points involved in the problem of these annual educational exhibits and will suggest just and feasible plans of dealing with them. It will also publish in that number a detailed description of the Los Angeles exhibit.

Mr. W. H. Rand, who has been for nearly thirty years the president of the publishing house of Rand, McNally & Company, Chicago, has retired from business life and has also resigned as director of the firm. He will take up his permanent residence in the East.

SPRINGFIELD, MASS.—Mr. T. W. Leete was appointed receiver of the Prang-Taber Art Company. Upon a close examination of the affairs of the firm it was found by the directors that the company had a deficit of \$32,000 as a result of its operations in Springfield. The liabilities are placed at \$176,000, which is, however, amply covered by the assets. There are on the order books \$90,000 worth of orders for the fall. The deficit is ascribed to cost of removal and loss of business due to help unfamiliar with the new plan of business.

J. M. Olcott & Company's catalog for 1899-1900 is a very elaborate handbook containing descriptions of almost everything requisite for furnishing a school. The complete line of maps, charts, and relief modelings for geographical purposes is especially noteworthy.

The American Book Company issued during July an extensive price list of school and college text-books, which everyone interested in educational publications will find a valuable guide. It may be obtained on application to any of the offices of the company.

Messrs. Williams & Rogers, educational publishers of New York, Rochester and Chicago, have just secured a commodious suite of offices in the Townsend building, Broadway and Twenty-Fifth street, New York city. These offices furnish ample accommodations for carrying on the Eastern business of the firm. Teachers and school officers are invited to make the establishment of Messrs. Williams & Rogers their headquarters when in New York.

The publishing firm of Small, Maynard & Company have acquired the publications of Copeland & Day, who are to retire from business. They will obtain the copyright to many excellent and well-known books, among others the poems of Bliss Carmen, who it is said is the "Company" in the house of Small, Maynard & Company.

"Yale Studies in English," which have been issued heretofore by Messrs. Lamson, Wolfe & Company, have been transferred to Henry Holt & Company. These publications are under the general editorship of Prof. Albert S. Cook.

Longmans, Green & Company will issue at once the first volume of the "American Citizen Series," under the editorship of Prof. Albert Bushnell Hart, of Harvard university. Dr. Carroll Wright is the author of the first volume, an "Outline of Practical Sociology, with Special Reference to American Conditions."

The merited popularity of the Densmore typewriter is continually on the increase. Some time since, forty of these machines were put into the U. S. Land office, and recently sixty more have been ordered.

There will shortly be issued from the press of Dodd, Mead & Company, a publication entitled "Great Pictures Described by Great Writers," which is intended as a companion volume to Esther Singleton's "Turrets, Towers, and Temples." The descriptions will be such as Shelley's description of Guido's "Beatrice Cenci," and Sir Joshua Reynolds' description of Reubens' "Descent from the Cross"—a most delightful prospect for the lover of fine art well described.

BATON ROUGE.—In the near future a new school building is to be erected at a cost of about \$20,000. The exact time has not been determined, but work will probably be begun late this fall.

Benj. H. Sanborn & Company, of Boston, and Sibley & Ducker, Boston and Chicago, were represented by Mr. J. G. Coffin. The first named firm exhibited their student series of Latin Classics, emphasizing particularly the Daniel New Latin Composition and Tuell and Fowler's First Latin Book. Sibley & Ducker displayed a Student Series of English Classics.

The headquarters of the Chicago house of the Prang Educational Company have been removed to the Fine Arts building, 207 Michigan avenue.

VIRGINIA.—During a recent meeting of Confederate veterans of Virginia, the history committee passed a resolution condemning Fiske's History, on the ground that the book was not impartial in its treatment of the Civil war. The literary excellence of the work was admitted, however.

Book Exhibit at the Paris Exposition.

Thru the efforts of M. Terquem, there will be shown at Paris in 1900 a representative exhibit of American books and book-making. Most of the publishers in this country will be represented. Since the publishers' congress in London, American publishers have shown a desire to bring the several firms into more intimate relation with each other.

The American book-trade exhibit will be in charge of M. Terquem. The representative publishing houses and individual exhibits will be entered. The exhibit proper will include all classes of books, the artistic and exterior point of view being taken into consideration rather than the contents. The educational section will be separate, in care of Mr. Howard J. Rogers, of the department of public instruction of New York state.

The Western Book Fair.

The annual gathering of book men in Chicago during July has assumed considerable importance during the last few years. Under wise management it has developed into a noteworthy event. The books are shown by the Western representatives of many of the great publishing houses in the country. The attendance this year was unusually large, and the book people who were present all spoke highly of its plan and operation. The exhibition took place at the Palmer House, and the following firms were represented:

AKRON, O.

The Werner Company, represented by Arthur J. Saalfeld and Frederick J. Drake.

BOSTON.

H. M. Caldwell Company, represented by H. M. Caldwell and A. D. MacMullen.
DeWolfe, Fiske & Company, represented by A. E. Turner.
Dana Estes & Company, represented by Clarence A. Caldwell.
Lee & Shepard, represented by Fred. D. Irish.
Little, Brown & Company, represented by George Sully.
Lothrop Publishing Company, represented by Victor V. Cupples.
L. C. Page & Company, represented by L. Coues Page.

CHICAGO.

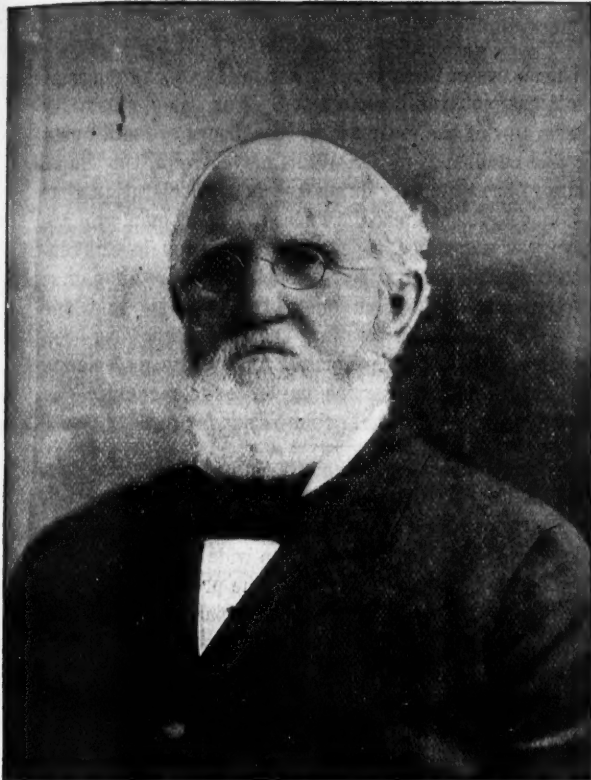
Donohue, Henneberry & Company, represented by William Donohue and C. E. Graham.
George M. Hill Company, represented by Sumner C. Britton and Frank K. Rellly.
Laird & Lee, represented by Edward J. Goldbery.
Leon Publishing Company.
Rand, McNally & Company, represented by Thomas H. Devereaux.

NEW YORK.

W. L. Allison Company, represented by W. L. Allison.
Brentano's represented by E. J. Clode.
A. L. Burt, represented by A. L. Burt.
H. B. Claffin Company, represented by S. H. Decker.
T. Y. Crowell & Company, represented by L. Howes Crowell.
Dodd, Mead & Company, represented by Fred W. Tufts.
E. P. Dutton & Company, represented by John Macrae.
R. F. Fenko & Company, represented by Desmond Fitzgerald.
Harper & Brothers, represented by Col. John H. Ammon.
Hurst & Company, represented by S. Mortimer.
International Art Publishing Company, Limited, represented by Dudley D. Gessler.
The F. M. Lupton Company, represented by Wilson N. Sturges.
Mershon Company, represented by E. A. Lawson.
Thomas Nelson & Sons, represented by M. W. Jones.
G. P. Putnam's Sons, represented by W. J. Corrigan.
George Routledge & Sons, Ltd., represented by R. F. Leask.
Charles Scribner's Sons, represented by Charles Walton.
E. & J. B. Young & Company, represented by H. J. Epping.

PHILADELPHIA.

Henry Altemus, represented by L. G. Nourse.
Henry T. Coates & Company, represented by Gerard Buckman.
H. L. Kilmer & Company, represented by George I. Dorsey.
J. B. Lippincott Company, represented by Horace S. Ridings.
David McKay, represented by David McKay.



Col. John A. M. Passmore.

Col. John A. M. Passmore, the well-known Pennsylvania representative of the American Book Company, who was chosen president of the Pennsylvania State Teachers' Association at the last annual meeting, has been for many years prominently identified with the educational affairs of the state. Immediately after his graduation from the state normal school he was appointed to teach at Pottsville, Pa. He was successful from the start, but ill-health compelled him to resign. Later he was associated with D. Appleton & Company, and when the school book business of the firm was transferred to the American Book Company, retained his position under the new firm.

Col. Passmore served in the state militia during Lee's invasion, but, barring that time, has been closely identified with Pennsylvania schools since he left the normal school.

Valuable Gift to Boston.

The treasures of the private collections of the city of Boston have recently been augmented thru the acquisition, by Mr. D. C. Heath the well-known publisher of that city, of the library of children's books and educational works issued by the house of Newbery from 1740 to 1800—which was brought together by Mr. Charles Welsh when he was writing the biography of John Newbery, Oliver Goldsmith's friend and publisher, and the founder of the famous publishing house which for nearly 150 years was at the corner of St. Paul's churchyard, London. These are the books to which Washington Irving referred in his preface to "Bracebridge Hall" when he said:

"Nor was it without a recurrence of childish interest, that I first peeped into Mr. Newbery's shop, in St. Paul's churchyard, that fountain-head of literature. Mr. Newbery was the first that ever filled my infant mind with the idea of a great and good man. He published all the picture books of the day; and, out of his abundant love for children, he charged 'nothing for either paper or print, and only a penny-halfpenny for the binding!'"

At the end of his "Bookseller of the Last Century" Mr. Welsh brought together a catalog of the chief publications of the house of Newbery which is of immense value to the bibliographer, the student of books for children and of the educational literature of the last century. Many of the little books there enumerated have disappeared entirely, for nothing vanishes so completely as the children's books of bygone times which were thumbed until they were worn out and useless. But the collection which Mr. Heath has acquired and which is now being cataloged and arranged is as fully representative as any collection is ever likely to be. It contains some unique treasures and forms an instructive object lesson in the evolution of children's

literature and of the school book. Besides a collection of chap-books for children—several battledores (the successors of the Horn books), some rare primers—a thoroly representative collection of fiction for children—of early toy books and of those books in which the pill of information is gilded in a fashion which is very curious to those who are familiar with present day methods of conveying instruction, there are in the collection first editions of Goldsmith's "Vicar of Wakefield," "The Traveller and The Deserted Village," and of other works by Goldsmith and Dr. Johnson, as well as many other rare treasures.



Notes of New Books.

Graded Work in Arithmetic, by S. W. Baird, principal of the Franklin grammar school, Wilkesbarre, Pa., completes a well graded and progressive series of arithmetics, and furnishes to grammar school pupils a text-book carefully planned to strengthen their power of mathematical reasoning, presenting a range of topics sufficiently comprehensive to familiarize the students at the same time with the important practical applications of the science of numbers. The subjects have been presented in an order differing from that usually set forth in books of this kind. Percentage and all applications thereof not involving the time element most naturally follow decimals, and the computing of simple interest as treated on page 121 is but one step in advance. The book contains no meaningless rules and only the necessary definitions. Practical problems are numerous. The "state plan" is a device that saves time and labor for both teacher and pupil. Some elementary algebra is introduced into one chapter to meet the growing demand for that subject. (American Book Company, New York.)

The Qualitative Analysis of Cyrus W. Irish, A. M., head master of the Lowell school, Lowell, Mass., is intended to be as simple as possible and yet provide a course of study adequate for such schools. Methods of basic analysis in the presence of phosphates and oxalates have been omitted. The separation of the iron group has been greatly shortened and simplified by the introduction of hydrogen peroxide to oxidize the chromium to the acid state. Obscure and complicated reactions have been omitted. The course in reactions here outlined give the best possible training in inductive reasoning, and adds as much to the general information of the student as any science taught in secondary schools. The large number of suggestive questions are divided into two classes, one to bring out the conclusions drawn from the experiments, the other to call attention to the metals dealt with and their more important compounds. (American Book Company, New York.)

Essentials of Geometry, by Webster Wells, is a work suited to the needs of high schools and academies. Important improvements are made in it over the "Revised Plane and Solid Geometry" by this author, which are in line with the present requirements of many progressive teachers. In a number of propositions, the figure is given, and a statement of what is to be proved; the details of the proof being left to the pupil, usually with a hint as to the method of demonstration to be employed. Another important improvement consists in giving figures and suggestions for the exercises. In many of the exercises in construction, the pupil is expected to discuss the problem, or point out its limitations. Early in the book authority for the statement of proof is printed in smaller type, afterward it is omitted, but the student is required to give it just the same. The parts of the demonstration are marked *given*, *to prove*, and *proof*, printed in heavy-faced type. Symbols and abbreviations have been freely used. The appendix to the plane geometry contains propositions on maxima and minima of plane figures, and symmetrical figures; also, additional exercises of somewhat greater difficulty than those previously given. (D. C. Heath & Company, Boston. \$1.25.)

Chemical Experiments, by John F. Woodhull, professor of Physical Science, Teachers college, Columbia university, and M. B. Van Arsdale, instructor in physical science in Horace Mann school and assistant in Teachers college. This small handbook is designed as a laboratory manual to give beginners a familiarity with the elementary facts and principles at the base of chemical science. The experiments selected are simple, and begin with facts common to life, proceeding from these to the more abstruse. The student is led to reason carefully from his own work, while blank pages are furnished opposite the letter press upon which he can record his observations and inductions. The illustrations of apparatus are remarkably clear, and the pieces demanded common and cheap. (Henry Holt & Company, New York.)

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING AUGUST 12, 1899.

With the present number THE SCHOOL JOURNAL re-enters upon its uninterrupted issuing of fifty weekly numbers. The brief vacation has served to revise and perfect plans for the new school year and secure promises of timely contributions from some of the most alert among the thoughtful educational writers of the present. More definite announcements will be given in later issues.

As many of the readers of THE JOURNAL are still enjoying the summer vacation away from home, quite a number of them traveling, several things planned for this week have been deferred until the September School Board number. Among them will be published an article on the national educational exhibits with special reference to the disappointments at Los Angeles and previous conventions, a sketch of the organization and operation of the American School Furniture Company, important recent legal decisions in matters affecting the schools, and abstracts of some peculiarly valuable reports by American experts on the heating and ventilation of school-houses. The September number will in addition have several solidly practical discussions of problems touching the private schools of the country.

Is it not time to lay the ghost of citizenship? We are told by platform speakers that the school is to prepare for citizenship. Not so. The school is to teach the pupil the arts of civilization, to instruct him concerning his surroundings, and to observe the rules of righteousness. Look to the schools we attended in our childhood. In the old brown school-house was it preparation for citizenship? Or in the academy? Or in the college? Were we not striving to know about our language, figures, other peoples, and living things, the forces of nature and the uses to be made of them, and concerning events that had taken place before our time?

All along, at home and at school, obedience to certain pretty clearly stated rules was required; self-control, integrity, and the performance of duty were inculcated that we might be respected and respect ourselves. The day came when we assumed a share in the government of the state, took a part in selecting persons to administer the laws. Then we found that the possession of these substantial things, a part of which were derived from the school, were needful to the citizen; they were also needful to Robinson Crusoe.

The *American Agriculturist* has obtained information from 178 universities and colleges, reporting an attendance of 62,000 students, out of a total of 97,000 in all the higher educational institutions of the country, but it considers only 52,000 excluding colleges like Harvard, Pratt institute, University of Rochester, Fisk university, and others. Out of 52,000 it finds that nearly 21,000 are from the agricultural classes, or a percentage of 40.2 from the farm. This percentage varies largely in different sections of the country. It is 50.9 in the South, 45.8 in the far West, 40.1 in the central West, 29.4 in the Middle States, and 29.1 in New England. It is a won-

derful tribute to the general intelligence of our American farmers' families.

The successor of Colonel Parker in the Chicago normal school has not yet been elected. For some reason or other a few of the members of the board are still pushing the candidacy of Dr. William O. Krohn, tho Supt. Andrews has been very outspoken in his declaration that he is not fit for the place. There are many men who are in every way qualified to carry on the work in that institution made famous by Colonel Parker. All things considered, it would seem only just and wise that the board should unite in electing Dr. Giffin, who has been for many years the vice-principal and whose experience and faithful, efficient service ought to be recognized as the weightiest claims that could be put forward.

The state normal school at Chico, Cal., is to be congratulated upon its choice of Dr. C. C. Van Liew for the principalship. He holds a high place among the younger educators of the country and has a wide and intelligent grasp of the problems involved in the professional training of teachers. His theoretical preparation has been very extensive and his work in the normal schools of Illinois and Los Angeles, Cal., has demonstrated his skill in organization, management and instruction.

The reflection of Dr. Benjamin Andrews as superintendent of the Chicago schools naturally attracts attention. One of the funny arguments against it was made by the labor leaders, that "he had raised the requirements so a poor man's daughter could not so easily get a place as a teacher." This is a good fault: it has been altogether too easy for persons to get places as teachers and is yet. As children of laborers form the majority in the schools, wise labor leaders should insist that only highly qualified persons should teach. The requirements are going up everywhere; it is a good sign.

Many letters have been received that show that the twenty-five years just completed have not been spent in a vain endeavor. The first number of THE SCHOOL JOURNAL, issued in 1874, was dedicated to a reform in the methods of education. Many good friends shook their heads; reform could not be effected, greatly as it was needed. Many, however, had faith and co-operated; many of whom were living in distant points and have never been met.

The Alabama Polytechnic college has conferred the degree of Doctor of Philosophy on Amos M. Kellogg, in recognition of his services in behalf of education.

"Athleticism is a good thing if kept in its place, but it has come to be very much over-praised and over-valued amongst us." "True manliness is as likely to be found in a weak as a strong body." These words and many more of the same tenor are from the pen of Thomas Hughes, author of "Tom Brown at Rugby," an authority of no mean reputation.

"There must be a reaction soon. Never was the position of the scholar among students so low as now; he is the despised plodder. The man who can butt like a bull, and kick like a mule is the college hero." These are the words of the president of a college of high standing; they are worth pondering.

The Busy World.

The Dreyfus Trial Begun.

The trial of Capt. Alfred Dreyfus, on a charge of selling important military information to Germany, was begun at Rennes, France, Aug. 7. World-wide interest centers around the prisoner by reason of his former trial and condemnation on what is believed to be inadequate evidence, and his imprisonment on Devil's island, with all the attendant horrors.

At the time that Dreyfus was placed on the French cruiser to be returned to France he was told he could put on his uniform. He declined to wear it then, saying he would don it in as public a manner as he was deprived of it. His opportunity occurred at the trial. He appeared in a new uniform, with the stripes and insignia torn from him at the time of his degradation all in place. When asked to plead to the charge of treason he passionately declared his innocence. The defendant's lawyers express great satisfaction with the beginning of the trial and say they are impatient to get certain "strutting generals" on the witness-stand.

An Insurrection in Santo Domingo.

Important events have been taking place in the past few weeks in the republic of Santo Domingo, which occupies about three-fourths of the island of Haiti on the east. In the latter part of July President Heureaux, after playing the role of dictator and bloodthirsty tyrant for a number of years, was killed by the son of a man whom he had put to death. The assassination occurred while Heureaux was on a trip to the north and west to suppress a rebellion that had been stirred up on account of the disordered finances and general misrule. Vice-president Figueroa assumed the presidential functions and gave orders to suppress the rebellion. The insurrection, however, seems to be spreading.

It is the opinion of intelligent observers that the death of President Heureaux will be followed by a long period of disorder and revolution, and that the United States will finally be obliged to intervene. We are directly interested in the island, as the Santo Domingo Improvement Company, consisting of Americans, controls the railroads and the right to collect the customs. In return for these concessions the company has assumed the national debt of the country, which is principally held in the United States. This fact has generally been considered sufficient for the interference of a power with the affairs of another country when conditions become disturbed.

The warships New Orleans and Machias have been sent to Santo Domingo to protect American interests. It is not likely that any unwarranted interference on the part of our government will result, as in 1871 Santo Domingo, by an almost unanimous vote, asked to be annexed to the United States and the request was denied.

Twelve New Regiments.

The president has decided to raise twelve regiments of volunteers for service in the Philippines. These regiments will require 564 officers and 16,536 men, an aggregate of 17,100, which is less than half the volunteer force authorized by Congress. They will be federal, not state, regiments and the numbers will run from twenty-six upward. With the new regiments the effective force of Gen. Otis will be raised to 46,000 men. It is evidently the aim of the administration to make the campaign a vigorous one after the rainy season.

The Proposed Arbitration Tribunal.

The signing of the recommendation for the establishment of a permanent tribunal of arbitration was the most important act performed by the peace congress at The Hague, which lately adjourned. Within three months of the final ratification each signatory power is to select in its own way four persons versed in international law and

of high moral standing. The same persons may act for several powers, will serve for six years, and will have all diplomatic privileges.

The Hague will be the place of meeting, and the court which they form will be open to all nations, whether signers of the agreement or not. In addition there will be at The Hague a bureau of arbitration composed of the ministers of the various powers resident at The Hague and of the Dutch foreign secretary. Thru this bureau arrangements for making use of the tribunal of arbitration may be made.

The Gold Standard for India.

The report of the Indian currency commission appointed in 1898, has just been made public. It concurs in the decision of the Indian government not to revert to the silver standard, and advises that immediate measures be taken to establish a gold standard. The report adds that the British sovereign ought to be made legal tender in and the current coin of India, and the Indian mints opened to the unrestricted coinage of gold under conditions similar to those governing the Australian branches of the royal mint.

Anti-Semitism in Algeria.

That Europe is not yet free from its medieval intolerance is shown by the treatment of the Jews in several countries and their dependencies. In the French dependency of Algeria, for instance, it is proposed, first, to disfranchise the Jews; next, to confiscate their property, and lastly to expel them from the country.

After the conquest of Algeria, the Jews were left to regulate their affairs by the Talmudic code of laws, under officials of their own. These offices were abolished in 1845, and thenceforth it devolved on the French officials to carry out the Talmudic law in regard to marriage, succession to property, and other interests. This was found impracticable, as the Talmudic and Napoleonic codes could not be reconciled. Better days came to the Jews later. In consequence of their aid to France in the conquest of Algeria and in the war of 1870, a decree emancipating the Algerian Jews was signed. This regulation has worked well for many years, but the Anti-Semites now propose to rescind that decree. The Jews have been mobbed in the streets, driven from places of amusements, and otherwise maltreated.

The pretenses for these outrages are that the Jews have drained Algeria of gold, have obtained possession of all the real property, have driven colonists and natives off the land which has been cleared and broken up, have forced their way into the administrative bureaus and have usurped all the better-paid posts.

Anglo-American Syndicate in China.

Two syndicates—one including the richest and most powerful men in England, the other representing the largest financial interests in the United States—have combined to build more than 2,000 miles of railroad in China. The British government has instructed Sir Claude McDonald, the British ambassador to China, to treat the American syndicate concession as if it were a British contract, and to urge the fulfilment of the terms on the Chinese government.

It appears that the Chinese government found too late the fact that it had given away land and mineral rights worth hundreds of millions of dollars, first to an American syndicate to work in one of the great valleys of China a thousand miles long, and afterward similar rights to a British syndicate for the equally vast operations in the great valley of China west of the American concession. Now the Chinese show a disposition to back out of the agreement. The American syndicate is about to ask the government to notify the Chinese government that the terms of the American concession must be carried out and that the rights of the British syndicate must be enforced just as if it were an American affair. This consolidation is said to be the first and only visible form of the Anglo-American alliance.

Letters.

Looking Backward.

The last twenty-five years of this century cover a great advance in educational matters. A few facts will show that progress has been made.

The results of the reform started by Horace Mann and Henry Barnard, were hardly discernible in New England, and heroically carried on by David P. Page, in New York. At the beginning of this period there was only one normal practice school in New England.

Fully ninety per cent. of the children of New England learned to read by the old A B C method. George H. Farnham, then of Binghamton, N. Y., was urging the claims of the sentence method. Dr. Leigh, of St. Louis, had succeeded, after long and strenuous efforts, in introducing into the Boston schools the phonetic method, which had its beginning about 1869.

Most teachers' institutes were supplementary to regular school work, and were held for the purpose of aiding candidates for teaching to pass their examinations. There was little life in teachers' meetings and teachers' conventions.

The kindergarten had come in only five years earlier, as the result of the earnest and strenuous efforts of Elizabeth Peabody. It was considered a "fad," and had little support.

There was in this country scarcely a trace of what is now called "child study," and the term "physiological psychology" had not landed upon our shores.

Flogging in school universally prevailed and was considered an effective means of getting good results.

Manual training had gained only a slight foothold in one university and two schools of technology. In the primary and the grammar grades, so far as I am aware, it was unknown. Elementary science or nature study was hardly known, tho Supt. Harrington, of New Bedford, had formulated a course of study that was full of excellent suggestions in the new direction.

The teaching of art had a slight beginning under the direction of Walter Smith. Drawing was introduced with the idea of improving manufactures.

Psychology in education, especially in New England, was tabooed. It was called "splitting hairs."

There was not a chair of pedagogy or a department of education in any college or university in the United States.

The few educational journals published in the country were, for the most part, filled with educational platitudes.

All the notable books upon education in the English language occupied a very small space upon the book shelf.

These are a few of the items that might well form headings for a history of education in the United States (which I trust will some day be written).

Among the indications of the progress in education of the last twenty-five years are these: The teacher can turn to libraries whose shelves are full of the richest (and also the poorest) kind of educational literature; the totally different attitude of educational journalism; the impressive reports of the National Educational Association (holding its first great meeting in 1884); the reports of the Committee of Ten and of the Committee of Fifteen; the founding of chairs of pedagogy and departments of education in the universities (probably the highest indication of progress); the studying by teachers of the problems of education (the one gain which stands above all others); so that in view of the past, we have made immense progress; in the vista of future possibilities, the glorious work has just begun.

One thing is worth mentioning, that every progressive step in education has been taken in the teeth of the so-called "leading educators." When a new idea appeared, the "rabbits" hurled at it all their logic, of which the effect might have been annihilating, had not the new idea

been stronger than their logic. In 1879 a leading educator of the United States warned the teachers of Massachusetts, in their state convention, to use "nature study very sparingly." It was impossible for them at that time to use the subject more "sparingly" than they were using it; indeed, there was hardly a bit of it in New England. The kindergarten had its battles and its victories. Manual training was born in a perfect cyclone of illogical and violent attacks. Never to be forgotten is the National Superintendents' meeting at Washington, to which the best educational talent in the country had been summoned to stamp out the new "fad," manual training. The order has been something like this: first, zeal and unrelenting attacks; secondly, a little thought, which admitted manual training into the high schools; then some more thought—some demonstrations of the benefit of manual training—and it crept slowly down into the grammar, and even into the primary school, where it is most needed. It is well to preserve this bit of history, for it is now difficult to find in America any educator who is not an earnest advocate of manual training, or perchance, the originator of the "fad." Child study has come in to reinforce the pedagogy of manual training.

It is impossible to tell how all these wonderful changes have come about—not, surely, thru one man or one group of men. Like all progress, the movement ahead in education has been a zigzag. It is curious to note that suggestions of reform came generally from intelligent laymen who saw clearly the defects in the existing state of things. As the problem of self-government grew, it was felt that the schools did not keep pace with it. The needs of the masses brought the question of common education close to the hearts of thoughtful patriots. In summing it all up, we must agree that all reforms had their roots in the past, and in our satisfaction over the fact that "truth is marching on" we should not forget the early heroes who fought the battles for common school education—those heroes who made possible the progress of the last quarter of a century.

Chicago.

FRANCIS W. PARKER.

Jewish Pupils.

I should like some of your readers to explain why the children of Jews uniformly attain such excellent scholarship. I note that the testimony of Dr. Buchanan, principal of the boys' high school in New York is praiseworthy of mine; in his school more than sixty per cent. are Jews, and they exhibit an ambition and industry far surpassing the other pupils. I have noticed at the commencements at the city college that the prizes are uniformly won by the Jews. Other teachers give the same testimony.

Another thing: the Jewish parents always support the authority of the teacher. Other parents usually side with their children. I never have "excuses" come from children except in cases of sickness or some serious matter. There is uniformly ready obedience by Jewish children to the commands of their parents.

All these things are worth inquiring into. The Jews have a faith in schools and education surpassing the native Americans, in my opinion.

H. B. PIERCE.

New York.

The Cuban Orphan Fund.

The objection made by THE JOURNAL to collecting money from the school children for a monument in France to Lafayette met with unqualified acquiescence, but it was made too late; the machinery had got into operation. Now there is an occasion for the use of money that appeals especially to the children of America, and that is the support of the 50,000 orphan or half orphan children in Cuba. Only about \$16,000 have as yet been contributed. I call the attention of teachers to this noble object of greater importance than a monument to any one. Does not the Bible say: "A living dog is better than a dead lion?"

B. ULLMAN.

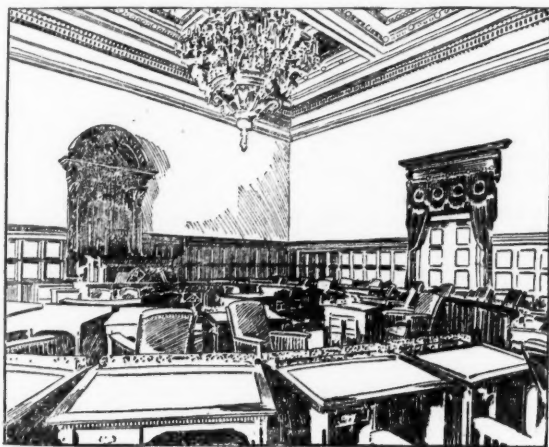
Richmond.

The Educational Outlook.

New Home For Board of Education.

PHILADELPHIA, PA.—The board of education will hold its first meeting in its new chamber, City Hall, on September 12. The total cost of fitting and furnishing the new quarters has been between fifty and sixty thousand dollars.

The board room, the offices of the secretary and the clerks, and the committee meeting rooms are all located on the north corridor of the second floor of the City Hall. The superintendent's department is located in the corresponding rooms on the seventh floor. All the rooms are fitted with steel cases for the keeping of records, and the bookcases for the board's peda-



gogical library, said to be the finest in the United States, also are of steel, with glass panels in the upper part of the doors.

The decorations of the chamber are as fine as any in the building. A wainscot, about eight feet in height, in quartered walnut, runs round three sides, the fourth side having forty coat closets of the like height and material. Above the wainscot the walls are colored green with gold borders, and the ceiling, which is studded with electric lights, is decorated in light colors, in which gold predominates, while a beautifully designed chandelier, in gold-bronze, hangs from the center.

The rostrum and secretaries' desks, which are elevated on red and green marble bases, and the members' desks and chairs are of walnut. The latter are upholstered in green morocco leather, and the president's chair and the settee behind it are upholstered in green velvet. The window and door hangings are of green velvet plush, relieved by gold braid and a velvet pile carpet of the like color covers the greater portion of the tarrazza floor.

Opposite the rostrum and over the door leading from the clerks' offices is a large clock with marble face and walnut frame, and in the four corners of the room are walnut writing tables and chairs for visitors.

Metal Work at the Hebrew Technical Institute.

NEW YORK CITY.—The course in metal work in the Technical institute is designed for both the middle and senior year classes. In the first year work for which the boy has three one hour periods per week, the course is begun by a series of lectures on the tools and materials to be used, with the method of making and caring for them; after a practical demonstration the pupils take up the first vise work exercise, a rectangular iron block, which must be chipped, filed, and finished all over, being passed when it tests true with the square and calliper. Very nearly the same course is followed out in the other vise work, except that the making of a riveting exercise, an anvil and a hammer, brings into use the drill press, shaper, and planer, the latter exercises serving to maintain interest. Some simple exercises in brass turning on the speed lathe and filing sheet metal gauges furnish practice in laying out and accurately fitting work.

The senior year is begun by making the usual engine lathe exercises, cylinder, threads, lathe center, etc., in order to enable the pupil to become familiar with the handling of the lathe, shaper, milling machine, and small tools. The work then assumes more of an advanced character in the line of construction, and is varied to suit the needs of the four special classes, namely machinists, electricians, pattern-makers, and draftsmen. It consists in general of making tools, dies, parts of engines, gears, dynamos, and various pieces of apparatus involving the assembling of examples of the different exercises.

Towards the end of the course the machinists are required to construct a set of tools such as they will require for their work. These, like all the other exercises, are made from the blue print.

During the year the shopwork is supplemented by demon-

strations of methods, and illustrated lectures, during which the pupils are required to take notes which are preserved for future reference. E. V. LALLIER.

American Manual Training Association.

The sixth annual meeting of the American Manual Training Association occurred June 30 and July 1, at Teachers college, Columbia university. Addresses were given and discussed by prominent manual training instructors of the country, those present, however, representing the Eastern schools, for the most part. Mr. C. R. Richards, of the Teachers college, gave the address of welcome to the association.

During the last day of the meeting, Prof. John M. Tyler, of Amherst college, gave a very interesting talk on "The Meaning of Manual Training in Education." The piith of this discourse was given in the discussion which followed, by Prof. McMurry, of the Teachers college. He said in substance and in part:

"The preparation for life is the preparation for an abundance of activity. It is wrong to curb the natural activity of the child. This is what is being done now. There is too much theory and not enough doing. Many times the realization does not fit the idea. The schools of the present are not so organized as to fit a young man or woman to take up the struggle for existence. As we grow less and less active, manual training, more probably than any other one subject, might correct the evil effects of non-activity. To sum up the whole question, our whole curriculum has been so theoretical, it does not develop any executive ability."

In connection with the meeting there was a very fine exhibition of the work done by our manual training schools in New York and other cities.

The Boroughs of Manhattan and the Bronx were very well represented. The South Orange representation from the Columbia school was strong in the sewing and needle work, and also showed some good wood carving, in the grammar school work. The Cambridge, Mass., schools were represented by a rather small but excellent collection of wood and machine work. Some of the bent-iron work from the Passaic, N. J., schools was interesting. The truant school sent a small exhibit.

The wood-work from the New York grammar schools, and the carving from East Orange high school were deserving of great credit. The Yonkers schools were represented by some of their wood-work as were also the Townsend Industrial school, Jacob Tome institute, and Hartford public schools. The knife work from the grammar grades, shown in the Newark exhibition was excellent, much better than is usually seen. The Hebrew Technical institute showed some most excellent models for castings—they are a credit to the school. The rest of their work was average.

Hampton institute had a good exhibition showing the progress from very elementary work in primary up to and thru high school manual training. The work was only fair, but the sequence of instruction shown by the exhibition is most desirable. The bent-iron pieces were good. The Cleveland, Ohio, schools had a large exhibit, and well arranged. The most notable feature was the forging which was much above the average—the emery wheel had not been used so much as an accessory, as is so often the case in this kind of work. They also had some fourth grade work in paper cutting which deserves mention.

Girard college, Philadelphia, showed a particularly good exhibit especially in shop work in metal. It was well arranged and the electrical fittings were noticeable.

One of the most noticeable features of the entire exhibition was the fine showing of carving on plaques and panels done by the Philadelphia Central Manual Training school. It was the best that has been shown in years, without doubt. Other things that were fine were two carved chairs and a hall bench and the lathe turning in wood. As a whole, the exhibition of the work of Pratt institute, Brooklyn, was the best. It was on the average very well finished, and was more advanced; the machine and iron work, such as lamps, hinges, etc., were above criticism.

The above exhibitions were in the kindergarten room of the college. The exhibit of Teachers college work was held in the shops. It compared favorably with the others; particularly was it strong in the iron-work.

As a whole this has been the most successful meeting the association has had. There were about 150 present.

College of Social Science.

BOSTON, MASS.—The recent conference of reformers at Buffalo voted to establish in this city a college of social science. Representative men in different lines of thought will be called to the institution, and people from the various branches of trade and business will be asked to lecture and teach at certain times, giving the fullest possible examination to investigation of social problems. The presidency of the institution has been offered to Prof. Thomas E. Will, of the Kansas State Agricultural college. Professors Ward, Parsons, and Bemis, also recently of the Agricultural college, have been asked to serve. Prof. John R. Commons, who recently left Syracuse university as a result of his opposition to monopolies, will also assist in research. An endowment of \$15,000 has been raised for the college.

Maryland State Teachers' Association.

The opening meeting of the recent gathering of the Maryland State Teachers' Association at Ocean City was presided over by Pres. John T. White. Welcome addresses were made by Governor Lowndes, Hon. James E. Elligood, of Wicomico, and State Supt. E. B. Prettyman.

Among other good things Governor Lowndes said:

"The profession of teaching should be more permanent; a higher standard should be established for the teacher, and greater compensation given, so that when they entered upon the work of teaching they could have a reasonable guarantee of having permanent employment and receiving adequate remuneration, and not be given wages less than those paid to the ordinary menial."

Following are short extracts from some of the papers read. Dr. S. E. Forman, in discussing "what knowledge is of most worth," said:

"The character of a people is largely determined by the curriculum of its schools. What we teach our boys and girls in the schools to-day will determine what we shall be a half century hence. The old-fashioned three R's must remain the basis of education, and our schools must continue to be judged by the efficiency with which these are taught. These homely branches are the tools with which the human mind has cut, cuts, and will cut its way thru all other knowledges, and if we do not see that they are well taught we shall sooner or later be brought to our senses and made to reckon with an indignant public sentiment."

Quoting from Dr. John S. Fulton, secretary of the state board of health, he made a plea for the study of hygiene in the schools, and closed with these words:

"When real hygienists and earnest teachers agree to teach the subject, we may expect the growing citizen to be more than ever impressed that the co-ordination of society is effected thru subordination of its units, that he may neither live nor die to himself, that he may not selfishly seek his own life or he shall in one sense or another lose it; that to be and to remain well depends as much on common consent as upon self will."

Pres. T. H. Lewis, of the Western Maryland college, said:

"The great need of the world to-day is not more men nor more wisdom, half so much as it is to open the men we have to the wisdom which is already here. Many of our teachers study knowledge too much, and the instruments of knowledge too little. The instruments of knowledge are all locked up in the human mind, and the pity is that many boys and girls pass out of our schools, with most of these instruments hidden even from themselves. They do not know how to know, and what knowledge they get they catch it as they get measles."

"To learn to do is certainly the true ideal of all education, and what is not intended to be done in some form or other had as well not be learned. To have a thought and not communicate it is worse than selfish, it is stupid; for it impoverishes others in that which does not enrich us. No girl or boy need be without the ability to say in an intelligible and forceful way what he thinks."

These officers were elected for the ensuing year:

President, L. L. Beatty, Centerville; first vice-president, Reister P. Russell, Reisterstown; second vice-president, William Smith, Farleigh; recording secretary, A. F. Wilkerson, Baltimore; corresponding secretary, Miss Hattie E. Boblitz, Frederick; treasurer, John E. McCahan, Baltimore; Executive committee, Edwin Hebben, Baltimore; John E. Edwards, Cumberland; Dr. Wm. D. Straughn, Thomas H. Williams, Salisbury; Eugene Wathen, Annapolis.

Western Association of History Teachers.

At the last annual meeting of the North Central Association of Colleges and Preparatory Schools in Chicago, the Western Association of History Teachers was organized. After the adoption of a constitution the following officers were elected: President, Prof. Charles H. Haskins, University of Wisconsin; vice-president, Lucy D. Wilson, Chicago high schools; secretary and treasurer, Harry S. Vaile, Hyde Park high school. Executive Committee—Adelaide S. Baylor, Wabash high school; Earlem Dow, University of Michigan; P. V. N. Meyers, University of Cincinnati; Leona L. Thorne, J. R. Doolittle, Chicago public schools.

Educational Exhibit at Paris.

Mr. Howard J. Rogers says in regard to the educational exhibit, "The cities which have made adequate appropriations and which will be represented in all departments, from the kindergarten to the high schools are, Boston, New York, Newark, Albany, Chicago, St. Paul, Omaha, and Denver. Many other cities are preparing work, in special ways or to illustrate special features. The effect will be to show, irrespective of state lines, the best work done in every grade of public school work, and in the college and university."

The exhibit will be arranged by grades. In college and university work the whole space will be apportioned to the following nine departments: law, medicine, theology, pure science, philosophy, language and literature, fine arts.

Prof. William C. Macey, a teacher of mathematics in Columbia college, New York, died July 19, in the Catskills, where he had gone for his health; his funeral took place at Hudson.

Prof. A. G. Hopkins died in Clinton, N. Y., July 27; he was born in Avon, 1844, was graduated from Hamilton college in 1862, was made professor there in 1869 of Latin and English literature.

Interesting Notes from Everywhere.

For many years the annual contribution made in this country for educational purposes has reached a sum total of twenty-seven millions. During the year just closed the thirty million mark was reached, not including gifts of apparatus, buildings, and equipment.

The Prussian Pedagogical Society has recently published some statistics which show that the provinces where the compulsory education law has been enforced have the fewest criminals. It is also evident that improvement in the schools and increased strictness in obligatory attendance have been followed by a considerable diminution in crime. How great the difference is in respect to this matter in various sections of the country is apparent from the fact that in West Prussia there are 1,926 criminals to the hundred thousand inhabitants, in Hohenzollern only 751.

For several years past the Swiss have carried on a system of interchange of children during the summer vacation. By means of the arrangement children of trilingual Switzerland have in a short time acquired a practical knowledge of German, French, and Italian. The plan has worked so well that it is proposed to extend it to the principal countries of Europe, especially England, France, and Germany.

BERKELEY, CAL.—Considerable interest and more or less ill feeling have existed in this state on account of the tax upon students at the state university. The board of regents needed money for running expenses and so taxed the students. People throughout the state opposed the plan, on the ground that a so-called free institution should be free in every respect. The matter has been settled by the board's rescinding its action.

KANSAS CITY, MO.—The twenty-seventh annual report of the board of education of the Kansas City public schools has been published. The report contains within its 200 pages, a most detailed and minute account of school affairs up to June 30, 1898. The schools of Kansas City have prospered.

The attendance is about 2,000 more than the year before, and the present buildings are crowded. The superintendent and officers of the board express themselves as very much pleased with the year's results.

One of the new projects and one from which the people of Kansas City expect great results, is the introduction of art education into their school curriculum.

As usual, the schools need money, which sometimes the city cannot provide, but it may be said with confidence, that the schools are not greatly neglected without some grave cause.

The kindergarten system of Boston was established, and maintained for several years by one woman, at a cost to herself of about \$250,000.

FRESNO, CAL.—Supt. M. E. Dailey, of Fresno, has been elected vice-principal of the state normal school at San Jose.

The plans for the Gordon Memorial college at Khartoum, Egypt, have been finished. In addition to the school buildings proper, ample provision has been made for playgrounds, a gymnasium, botanical gardens, and kitchen, besides four masters' houses.

Mr. W. A. Bell, who for thirty years edited and published the *Indiana School Journal*, has accepted the presidency of Antioch college, in Ohio. The periodical, as already stated in these pages, has been acquired by ex-State Supt. D. M. Geeting, of Indiana. Mr. Bell was a student at Antioch college, one of the first co-educational colleges in this country, when it was under the leadership of Horace Mann, its first president.

ENGLAND.—A Historical Handbook of Welsh Education is in preparation for the coming Welsh educational exhibition. It is to be edited by Dr. Isambord Owen. The early educational history of Wales will receive much attention, as well as the more recent growth and improvements of its colleges.

OMAHA, NEB.—The board of education is erecting four new school houses this summer. Three of them are grade schools and the fourth is a part of a new high school. The cost of these buildings will be about \$280,000; the grade schools \$50,000, \$50,000, and \$30,000 respectively, and the high school about \$150,000. Mr. H. J. Penfold is the president and Mr. J. M. Gillan, secretary of the board.

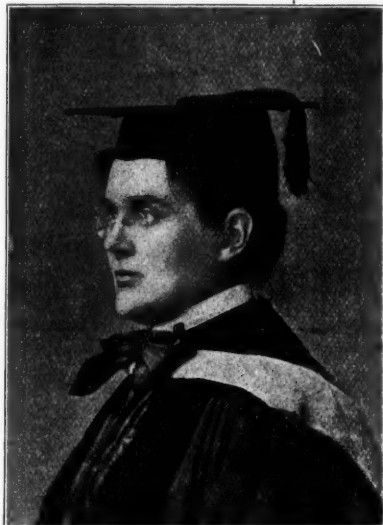
THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street, New York.

Our Text-Book Makers.

Mrs. Lucy L. W. Wilson.

Someone has said that a man's education begins with his choice of a grandfather. If this is true, Mrs. L. L. W. Wilson did better than that, for her great grandfather, Samuel Williams, was Hollis professor of natural history at Harvard college. In fact, several of her ancestors have been quite



prominent. Her great great grandfather, John Williams, was the famous "redeemed captive" carried to Canada by the Indians from Deerfield, Mass., of whose church he was the pastor. Her father was secretary of civil and military affairs in Vermont during the Civil war. Her grandfather was gov-

ernor of Vermont and its chief justice. Mrs. Wilson claims among her other ancestors, the Mathers, William Williams, signer of the Declaration of Independence, and Roger Williams.

Mrs. Lucy L. Williams Wilson was born at St. Albans, Vt., August 18, 1865. She was graduated from the Castleton, Vermont, state normal school in 1879, at the age of thirteen years and was graduated from the Philadelphia normal school three years later. She studied for four summers at the Sauveur School of Languages and completed the regular college course at the University of Pennsylvania. Taking the post-graduate course, she obtained the degree of Ph. D., in 1897, with botany as her major subject, zoology and chemistry as minors. She has studied for six years at the Philadelphia Musical academy and has spent five summers in Europe. She speaks French and German, reads Italian, Spanish, and Latin, and has some knowledge of Greek.

Mrs. Wilson began her teaching in a girls' boarding school at Bolivar, Tenn. At the close of the first year's work she was called to Rugby academy as assistant. For four years she was principal of the primary department of this school. She taught mathematics for five years in the girls' high school at Philadelphia, biology for five years in the Normal school, besides teaching afternoons in the Philadelphia Musical academy for four years.

As chairman of the educational committee of the Normal School Alumnae Association, she has arranged four courses of public lectures, raising the money herself, the lecturers being Miss Sarah Arnold, Col. Parker, Dr. G. Stanley Hall and Dr. Brumbaugh. She has done considerable institute work in Philadelphia, besides delivering occasional lectures there and elsewhere. She has written a manual and two readers on nature study, and a manual and reader on United States history. She is at present writing books on nature study and on other subjects.

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Maryland State Teachers' Association.

The opening meeting of the recent gathering of the Maryland State Teachers' Association at Ocean City was presided over by Pres. John T. White. Welcome addresses were made by Governor Lowndes, Hon. James E. Elligood, of Wicomico, and State Supt. E. B. Prettyman.

* Among other good things Governor Lowndes said:

"The profession of teaching should be more permanent; a higher standard should be established for the teacher, and greater compensation given, so that when they entered upon the work of teaching they could have a reasonable guarantee of having permanent employment and receiving adequate remuneration, and not be given wages less than those paid to the ordinary menial."

Following are short extracts from some of the papers read. Dr. S. E. Forman, in discussing "what knowledge is of most worth," said:

"The character of a people is largely determined by the curriculum of its schools. What we teach our boys and girls in the schools to-day will determine what we shall be a half century hence. The old-fashioned three R's must remain the basis of education, and our schools must continue to be judged by the efficiency with which these are taught. These homely branches are the tools with which the human mind has cut, cuts, and will cut its way thru all other knowledges, and if we do not see that they are well taught we shall sooner or later be brought to our senses and made to reckon with an indignant public sentiment."

Quoting from Dr. John S. Fulton, secretary of the state board of health, he made a plea for the study of hygiene in the schools, and closed with these words:

"When real hygienists and earnest teachers agree to teach the subject, we may expect the growing citizen to be more than ever impressed that the co-ordination of society is effected thru subordination of its units, that he may neither live nor die to himself, that he may not selfishly seek his own life or he shall in one sense or another lose it; that to be and to remain well depends as much on common consent as upon self will."

Pres. T. H. Lewis, of the Western Maryland college, said:

"The great need of the world to-day is not more men nor more wisdom, half so much as it is to open the men we have to the wisdom which is already here. Many of our teachers study knowledge too much, and the instruments of knowledge too little. The instruments of knowledge are all locked up in the human mind, and the pity is that many boys and girls pass out of our schools, with most of these instruments hidden even from themselves. They do not know how to know, and what knowledge they get they catch it as they get measles."

"To learn to do is certainly the true ideal of all education, and what is not intended to be done in some form or other had as well not be learned. To have a thought and not communicate it is worse than selfish, it is stupid; for it impoverishes others in that which does not enrich us. No girl or boy need be without the ability to say in an intelligible and forceful way what he thinks."

These officers were elected for the ensuing year:

President, L. L. Beatty, Centreville; first vice-president, Reister P. Russell, Reisterstown; second vice-president, William Smith, Farleigh; recording secretary, A. F. Wilkerson, Baltimore; corresponding secretary, Miss Hattie E. Boblitz, Frederick; treasurer, John E. McCahan, Baltimore; Executive committee, Edwin Hebdon, Baltimore; John E. Edwards, Cumberland; Dr. Wm. D. Straughn, Thomas H. Williams, Salisbury; Eugene Wathen, Annapolis.

Western Association of History Teachers.

At the last annual meeting of the North Central Association of Colleges and Preparatory Schools in Chicago, the Western Association of History Teachers was organized. After the adoption of a constitution the following officers were elected: President, Prof. Charles H. Haskins, University of Wisconsin; vice-president, Lucy D. Wilson, Chicago high schools; secretary and treasurer, Harry S. Vaile, Hyde Park high school. Executive Committee—Adelaide S. Baylor, Wabash high school; Earlem Dow, University of Michigan; P. V. N. Meyers, University of Cincinnati; Leona L. Thorne, J. R. Doolittle, Chicago public schools.

Educational Exhibit at Paris.

Mr. Howard J. Rogers says in regard to the educational exhibit, "The cities which have made adequate appropriations and which will be represented in all departments, from the kindergarten to the high schools are, Boston, New York, Newark, Albany, Chicago, St. Paul, Omaha, and Denver. Many other cities are preparing work, in special ways or to illustrate special features. The effect will be to show, irrespective of state lines, the best work done in every grade of public school work, and in the college and university."

The exhibit will be arranged by grades. In college and university work the whole space will be apportioned to the following nine departments: law, medicine, theology, pure science, philosophy, language and literature, fine arts.

Prof. William C. Macey, a teacher of mathematics in Columbia college, New York, died July 19, in the Catskills, where he had gone for his health; his funeral took place at Hudson.

Prof. A. G. Hopkins died in Clinton, N. Y., July 27; he was born in Avon, 1844, was graduated from Hamilton college in 1862, was made professor there in 1869 of Latin and English literature.

Interesting Notes from Everywhere.

For many years the annual contribution made in this country for educational purposes has reached a sum total of twenty-seven millions. During the year just closed the thirty million mark was reached, not including gifts of apparatus, buildings, and equipment.

The Prussian Pedagogical Society has recently published some statistics which show that the provinces where the compulsory education law has been enforced have the fewest criminals. It is also evident that improvement in the schools and increased strictness in obligatory attendance have been followed by a considerable diminution in crime. How great the difference is in respect to this matter in various sections of the country is apparent from the fact that in West Prussia there are 1,926 criminals to the hundred thousand inhabitants, in Hohenzollern only 751.

For several years past the Swiss have carried on a system of interchange of children during the summer vacation. By means of the arrangement children of trilingual Switzerland have in a short time acquired a practical knowledge of German, French, and Italian. The plan has worked so well that it is proposed to extend it to the principal countries of Europe, especially England, France, and Germany.

BERKELEY, CAL.—Considerable interest and more or less ill feeling have existed in this state on account of the tax upon students at the state university. The board of regents needed money for running expenses and so taxed the students. People thruout the state opposed the plan, on the ground that a so-called free institution should be free in every respect. The matter has been settled by the board's rescinding its action.

KANSAS CITY, MO.—The twenty-seventh annual report of the board of education of the Kansas City public schools has been published. The report contains within its 200 pages, a most detailed and minute account of school affairs up to June 30, 1898. The schools of Kansas City have prospered.

The attendance is about 2,000 more than the year before, and the present buildings are crowded. The superintendent and officers of the board express themselves as very much pleased with the year's results.

One of the new projects and one from which the people of Kansas City expect great results, is the introduction of art education into their school curriculum.

As usual, the schools need money, which sometimes the city cannot provide, but it may be said with confidence, that the schools are not greatly neglected without some grave cause.

The kindergarten system of Boston was established, and maintained for several years by one woman, at a cost to herself of about \$250,000.

FRESNO, CAL.—Supt. M. E. Dailey, of Fresno, has been elected vice-principal of the state normal school at San Jose.

The plans for the Gordon Memorial college at Khartoum, Egypt, have been finished. In addition to the school buildings proper, ample provision has been made for playgrounds, a gymnasium, botanical gardens, and kitchen, besides four masters' houses.

Mr. W. A. Bell, who for thirty years edited and published the *Indiana School Journal*, has accepted the presidency of Antioch college, in Ohio. The periodical, as already stated in these pages, has been acquired by ex-State Supt. D. M. Geeting, of Indiana. Mr. Bell was a student at Antioch college, one of the first co-educational colleges in this country, when it was under the leadership of Horace Mann, its first president.

ENGLAND.—A Historical Handbook of Welsh Education is in preparation for the coming Welsh educational exhibition. It is to be edited by Dr. Isambord Owen. The early educational history of Wales will receive much attention, as well as the more recent growth and improvements of its colleges.

OMAHA, NEB.—The board of education is erecting four new school houses this summer. Three of them are grade schools and the fourth is a part of a new high school. The cost of these buildings will be about \$280,000; the grade schools \$50,000, \$50,000, and \$30,000 respectively, and the high school about \$150,000. Mr. H. J. Penfold is the president and Mr. J. M. Gillan, secretary of the board.

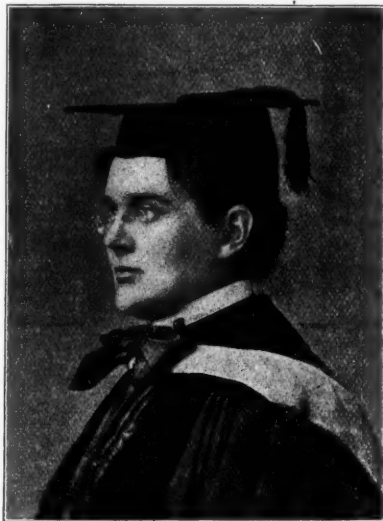
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Mrs. Lucy L. W. Wilson.

Someone has said that a man's education begins with his choice of a grandfather. If this is true, Mrs. L. L. W. Wilson did better than that, for her great grandfather, Samuel Williams, was Hollis professor of natural history at Harvard college. In fact, several of her ancestors have been quite



prominent. Her great great grandfather, John Williams, was the famous "redeemed captive" carried to Canada by the Indians from Deerfield, Mass., of whose church he was the pastor. Her father was secretary of civil and military affairs in Vermont during the Civil war. Her grandfather was gov-

ernor of Vermont and its chief justice. Mrs. Wilson claims among her other ancestors, the Mathers, William Williams, signer of the Declaration of Independence, and Roger Williams.

Mrs. Lucy L. Williams Wilson was born at St. Albans, Vt., August 18, 1865. She was graduated from the Castleton, Vermont, state normal school in 1879, at the age of thirteen years and was graduated from the Philadelphia normal school three years later. She studied for four summers at the Sauveur School of Languages and completed the regular college course at the University of Pennsylvania. Taking the post-graduate course, she obtained the degree of Ph. D., in 1897, with botany as her major subject, zoology and chemistry as minors. She has studied for six years at the Philadelphia Musical academy and has spent five summers in Europe. She speaks French and German, reads Italian, Spanish, and Latin, and has some knowledge of Greek.

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New Books for Schools and Libraries.

This list is limited to the books that have been published during the two preceding months. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all requests that mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

TEXT-BOOKS OF TWO MONTHS.

TITLE.	AUTHOR	PP.	BINDING.	PRICE.	PUBLISHER.
Reading without a Primer	Ellen E. Kenyon		Paper		March Bros.
Step by Step Primer	Eliza Boardman Burnz	94	Board		Burnz & Co.
Selections from the Writings of Eleven English Authors		96	Paper		
The Lady of the Last Minstrell	William J. Rolfe, Ed.	238	Cloth		Houghton, Mifflin & Co.
The Prometheus Bound of Aeschylus	Pual Elmer More	110	"		"
The Rivals and the School for Scandals	Prof. Henry Morley, Ed.	191	Paper		Cassell & Co.
Sir Roger De Coverley	Henry Morley, Ed.	192	"		"
Othello	Henry Morley	192	"	.10	"
The Lady of the Lake	Prof. Henry Morley, Ed.	191	"	.10	"
Essays and Tales	"	192	"	.10	"
She stoops to Conquer	"	191	"	.10	"
Essays on Burns and Scott	"	192	"	.10	"
Lays of Ancient Rome	"	192	"	.10	"
Utopia	"	192	"	.10	"
New Century First Reader	(H. A. Perdue				
" " Second Reader	{ F. E. La Victoire	96			Rand, McNally & Co.
" " Third Reader	{ F. E. La Victoire				"
" " Fourth Reader	{ H. A. Perdue	169			"
" " Fifth Reader	{ H. S. Tibbits	240			"
Minna von Barnhelm	Selections	304			"
Nathan der Weise		400			"
Kenilworth	Lessing			.50	Hinds & Noble.
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Ten Oration of Cicero	E. Oram Lyte	368	"	.75	"
Selections from the Correspondence of Cicero	Harper and Gallup, Eds	566	"		"
Graded Speller First Book	J. C. Kirtland, Jr.	103	"		"
Homer's Odyssey	M. W. Hazen	96	"		Ginn & Co.
La Grammaire	Richard A. Minkwitz	89	"		"
Comus, Lycidas, etc., also Address on Milton by Matthew Arnold	Herman S. Platt, Ed.	62	"		"
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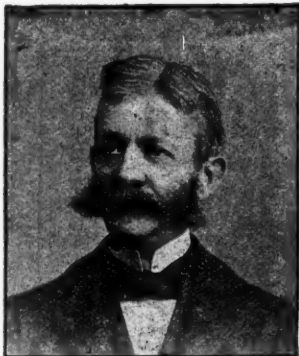
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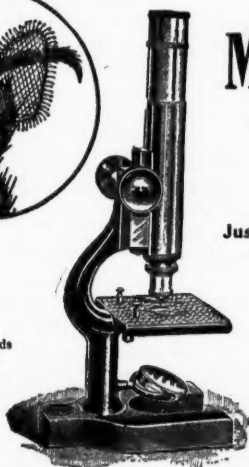
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